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Secondary-School Principals

Proceedings

of the

**Thirty-sixth
Annual Convention**

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Cincinnati, Ohio
February 16-20, 1952

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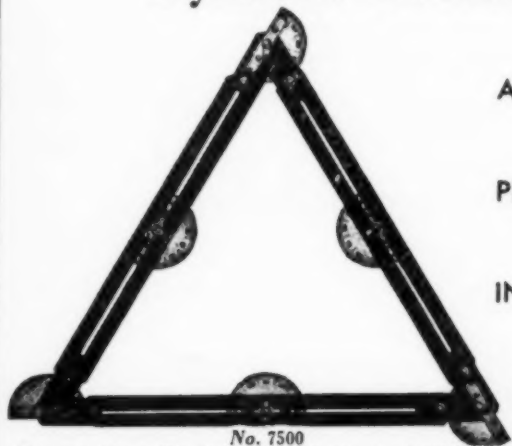
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The Bulletin

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The Proceedings of the Thirty-sixth Annual Convention
February 16 to 20, 1952 Cincinnati, Ohio

CONVENTION THEME: Better Citizens Through Better Schools

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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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Proceedings of the
Thirty-Sixth Annual Convention

of the

National Association of Secondary-School Principals

Netherland Plaza Hotel, Cincinnati, Ohio

February 16-20, 1952

CONVENTION THEME:

BETTER CITIZENS THROUGH BETTER SCHOOLS

DUE to the large number of participants on the program of the Convention, the Proceedings will appear as two volumes. This issue of THE BULLETIN is the first volume. It includes the Proceedings of most of the Discussion Groups held on Monday, Tuesday, and Wednesday.

The April issue of THE BULLETIN, as the second volume, will contain the Proceedings of all the General Sessions, the Business Meeting, the Annual Financial Report of the Association, the balance of the Discussion Groups, and such other activities of the Convention as they occurred.

THE National Association of Secondary-School Principals is the department of secondary-school administration of the National Education Association of the United States. It is the professional organization for all who are interested and engaged in the administration of secondary education. The Association publishes THE BULLETIN and STUDENT LIFE eight times, monthly, during the school year from October to May. It conducts research studies in secondary education and has many services for members. Membership is five dollars per year, payable to the Executive Secretary, Paul E. Elicker, 1201 Sixteenth Street, N.W., Washington 6, D. C.

The following pages and the April issue contain a report of this Thirty-Sixth Annual Convention held at the Netherland Plaza Hotel, Cincinnati, Ohio, from February 16 to 20, 1952.

The National Association of Secondary-School Principals does not necessarily endorse any individual group or organization or opinion, ideas, or judgments expressed in any of the papers encompassed in these Proceedings.

Discussion Group Proceedings

Group I (Monday)—TOPIC: What Are the Characteristics of a Good Citizenship Program?

CHAIRMAN: *Charles L. Steel, Jr.*, Principal, High School, Teaneck, New Jersey

INTERROGATORS AND CONSULTANTS:

W. R. Rugitt, Executive Secretary, West Virginia High School Athletic Association, Beckley, West Virginia

Hilton C. Holland, Principal, High School, Bellows Falls, Vermont

WHAT ARE THE CHARACTERISTICS OF A GOOD CITIZENSHIP PROGRAM?

FRANK A. PEAKE

WASHINGTON expressed in his post-inaugural prayer the desire for Holy protection and the importance of a devoted citizenry when he prayed thus: "Almighty God, we make our earnest prayer that Thou wilt keep the United States in Thy holy protection; that Thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government; to entertain a brotherly affection and love for one another and for their fellow-citizens of the United States at large."

The importance of a devoted citizenry has been amplified many times through the years by the changing events which have brought a certain degree of confusion to the thinking of the American people. At the time Washington's prayer was prayed, this nation was in a crisis. There have been many such crises since that time; we are told by our leaders that we are today in a period of prolonged crisis. This statement strictly emphasizes the need for a devoted citizenry.

TEACH HOW TO LIVE IN A DEMOCRACY

Before we can clearly state the characteristics of a good citizenship program, it is necessary for us to have clearly in mind what we are trying to do. I am sure that all of us would agree at this point that the prime purpose of a good citizenship program in school is to teach our young people how to live in a democratic society. We recognize a divergence of opinions centered around the word "democracy." There has never before been a time in history when this word has been more misunderstood and misused than today. It makes no difference what idea individuals or groups may wish to put across; they try to do it under the banner of democracy. For example, Russia and her satellites

Frank A. Peake is Principal of the Shades Valley High School, Homewood, Birmingham, Alabama.

claim to be the only democratic nations in existence. Russian leaders have used this word so often in connection with Communism that, when we use it, we feel the necessity to explain that we mean the American type of democracy. In our desire to fight the various "isms" of the world, we have probably lost a part of the true meaning of democracy as conceived by the founding fathers of this country. For instance, the Jeffersonian theory was that the best government was the least government; today we do not practice this. Our founding fathers considered voting a privilege; we today consider it a right which is more or less taken for granted. Other examples could be cited.

There has been a philosophy sweeping our educational system which teaches that in a democracy a good citizen has liberty without restraint. This type of philosophy has led many people to disregard law, order, and constituted authority. Concerning just laws, James A. Fraude said and I quote: "Just laws are no restraint upon the freedom of the good, for the good man desires nothing which a just law interferes with." William Pitt has said that, "Where law ends, tyranny begins."

When these restraints on our personal liberty have been disregarded, we no longer exist as a democracy but as an anarchy. There are those people in our nation who are making a deliberate attempt to tear down the time-honored beliefs in fundamental democracy which has as its basis freedom under law. These people are attempting to put within our schools citizenship programs which would sabotage true democracy and in its place implant the idea of the welfare state, Socialism, or some other "ism" that would mean the complete loss of personal freedom if allowed to progress.

A few days ago I had the opportunity of attending a meeting where the speaker, who spoke on good citizenship, condemned every organization that had as its purpose the perpetuation of the free enterprise system. This speaker in his address highly praised those organizations which had a strong leaning, if not direct contact, with Socialism and Communism. Some of these organizations have recently been labeled publicly and clearly as Communist fronts. Some of the other organizations were condemned because, as he said, they were supported by industrial groups with the profit motive behind it. Yet this gentleman and his group were carrying on a workshop for the teaching of good citizenship in the school.

In our speaking of good citizenship and the characteristics of a good citizenship program, we are basing our statements on the type of democracy that has made this nation great and is the only form of government and economic system that will keep it great. We have come to the place where those of us who believe in the American type of democracy and in good schools dare not open our mouths on the subject for fear of being classed with certain organizations that are taking advantage of an opportunity that now exists to carry on personal programs. I

shall not mention any of these particular groups. You have doubtless read your newspapers and other information and are aware of the situation. We must not allow this trend to cause us to go into hiding and permit abolishment of our citizenship programs within our school.

You realize, as I do, that the development of a program of teaching good citizenship in the schools is the responsibility of the principals. Our task will be impossible unless we ourselves keep abreast of the times, know what is happening at home and abroad, and examine again and again our philosophy in order that we may be able to interpret properly the philosophies behind the many programs which confront us each day. We must also know the people who are promoting these ideals whenever possible, and study their connections.

SELECT GOOD TEACHERS

We must go farther. We must acquaint ourselves with what is going on in our own schools. We may have teachers who, although they mean well, are leading far afield from the ideals that we feel are a part of a good citizen. If we find this to be true, we must accept our responsibility in a clear, thinking manner and handle it, even at the expense of being labeled as one who does not grant academic freedom to teachers.

The high school has a tremendous responsibility placed upon it since the boys and girls at this age are beginning to formulate concepts of right and wrong. They begin to form opinions on important issues which will have a direct bearing upon the rest of their lives. Their ideas of good citizenship and their practices of good citizenship habits will go with them through high school and college, and into the communities where they live. We, as high school principals, must provide these young people with teachers of high ideals, correct concepts, and motivated with the will to serve loyally as a sound professional people. Our teachers are leaders of young people whether or not they choose to be. The in-service training program that we provide for our teachers will determine to a large degree the type of citizenship program which they will carry on in their classrooms and in their daily contact with students.

MAKE HISTORY MEANINGFUL

Our entire school program naturally falls into two divisions. First, we have classroom instruction, and second, we have all the other phases of our educational program not directly connected with classroom teaching. We cannot minimize the importance of instruction in the classroom in the teaching of good citizenship. We cannot label a specific subject as a class in citizenship. This teaching must be a part of the entire program of classroom study. Our young people need to have a knowledge of the formal operation of a democracy from a po-

litical standpoint. Concurrent with this would be a class in American history. Economics furnishes the teacher with the opportunity of teaching free enterprise under the capitalist system. Courses in human relations furnish splendid opportunities for the teaching of brotherhood in everyday life. Sportsmanship and respect for others can be taught through the physical education courses and through the athletic program. A course in world history, under whatever name it may be called, is important. We must show our young people that we cannot fully evaluate a program in the light of immediate results, but that we must see how such a program has reacted in past centuries and then determine what the end results will be. If these courses achieve their purposes, they must be made to live. The merely giving out of facts or information is not sufficient. They must be supplemented with life-like situations, with current events, and with the use of all available materials and resources at hand in the school, in the community, and through the many worth-while organizations and governmental agencies.

DEVELOP INTELLIGENT LEADERSHIP

We cannot limit our teaching of citizenship to any formal list of subjects or to any particular form or type of teaching. Our entire school day is a period in the life of the pupil when he is living with other people in the classrooms, the corridors, the auditorium, the cafeteria, the athletic rooms, *etc.* All of these are component parts of the citizenship program. A person cannot be effectively taught to be a good citizen in American history unless that teaching goes on into the English class, the biology lab, and into all other parts of the school. In order to do this well, the student should have a certain amount of freedom in planning and evaluating his daily work. I do not go so far as some do in saying that the teachers should be in the background and that the class should be carried on by students. It is my belief that we are missing a great deal in citizenship education unless we as teachers and school administrators offer to them the leadership that they are expecting from us. Thus, we are all leaders in all parts of our school work and, therefore, must make every effort to exert strong effective leadership.

Along with this leadership, the student must be given the opportunity to practice leadership himself under the careful guidance of teachers. I have already mentioned that the classroom should be organized in such a way as to offer opportunities for student leadership. Other organizations of the school probably lend themselves a little better to this phase of the work. Our clubs, assemblies, student council, interscholastic and intra-scholastic programs, school dances, and all other such programs can be largely turned over to the students; there they can function as the real leaders under a certain amount of direction. It has been my experience that students expect this direction and

that they have very little respect for the teacher who does not offer it to them.

PROVIDE FOR CHARACTER DEVELOPMENT

All the activities of our school should lend themselves to character education. For, without good character, it is impossible to be a good citizen. We were taught some years ago that our job as school people was to give information in certain subject matter fields and to leave all moral and ethical training to the home and church. We have learned our lesson the hard way and have found that pragmatic materialism within the schools cannot produce good citizens. Along with all of this teaching and all of these activities, there must be the undergirding of the ideals and attitudes that build good, sound, moral, and ethical character. A person with good character and sound ideals and attitudes even without much formal education could properly be rated a much better citizen than a person who is well-informed in the sciences and humanities but who lacks the essence of character. I realize that this is a controversial question. But at least we are agreed on one thing—we must teach moral and ethical values. We are not agreed on how this can best be done. However, more and more people are coming to the realization that, underlying all moral and ethical principles, there must be a belief in God and the eternal verities of life.

WHAT ARE THE CHARACTERISTICS OF A GOOD CITIZENSHIP PROGRAM?

THEODORE H. MAYER

IT would be a relatively simple task to obtain a general agreement on the part of any representative segment of our population that the public schools have a definite responsibility for citizenship education. The public has traditionally looked upon this as a function of the schools along with reading and writing and arithmetic. Recently, however, there has been an unusual amount of activity and concern about this phase of education on the part of educators and the public as well. This renewed interest can probably be attributed to no one factor. Certainly a rapidly changing world has been at least partially responsible for this deepened concern relative to the task of educating our future citizens for constructive roles in these most difficult times.

DEFINITION

There are a number of complicating aspects to this problem as it confronts educators today. One is the matter of definition. From a

Theodore H. Mayer is Assistant Director of the Department of Child Study and Student Counseling, Columbus Public Schools, Columbus, Ohio.

broad viewpoint one might say that, since all acts of all people tend either to strengthen or weaken our democratic society, all education which produces or modifies behavior on the part of individuals is citizenship education. Whatever help such a definition provides, it certainly does not pinpoint the problem. On the other hand, the concept that citizenship education can be measured by tests on such facts as historically important dates or the names of our Presidents (in order), is no longer, if it ever was, an acceptable means of arriving at a workable approach to the problem. Then, too, there is the difficult question of delegation of responsibility. Who can state without contradiction what part of the job of citizenship education rests with the schools, and what part is a responsibility of the home and the church, or the press, radio, and television, or—yes, the Armed Forces under universal military training.

Among THE TEN IMPERATIVE NEEDS OF YOUTH¹ is a statement which points out quite clearly a citizenship area in which the schools have assumed a definite responsibility and have been putting forth a conscientious effort for a long time. The third Imperative Need states: "All youth need to understand the rights and duties of the citizen in a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation, and to have an understanding of the nations and peoples of the world."

CHARACTERISTICS

In order to limit this presentation to its proper length, I should like to list very briefly several characteristics which appear to apply to a good school citizenship program, and then pass on to a specific program or technique concerning which your executive committee asked me to speak.

1. A good citizenship program should provide an opportunity for boys and girls to learn the essential facts, skills, and behaviors necessary for the intelligent understanding of and the active participation in our democratic society.
2. Citizenship education should be a continuing, dynamic function of the total school. It should be more than a course of study and should certainly not be confined to a unit, or a single subject matter area.
3. A good citizenship education program should provide opportunities for co-operative experiences and group action. It should provide training for enlightened leadership and intelligent followership.
4. A citizenship program should reach all of the pupils in all of the schools, and should take into account the fact that only about half of the future adult citizens reach the upper high-school grades.
5. Practice in citizenship activities—and a good program should provide an opportunity for action—should be vital and realistic. What the

¹*Planning for American Youth*, p. 9, National Association of Secondary-School Principals, Washington, D. C., 1951.

youngsters *do* should count and should be recognized by them as being important.

6. The program should take the boys and girls beyond the confines of the classroom and the school and into the community, which is the proving ground of effective citizenship education.

The program I am about to describe to you is, I believe, a form of citizenship education and does meet at least several of the above criteria. Viewed from another perspective, it might pass equally well under such topics as "Furthering Public Relations," "Group Guidance," "School-Community Responsibilities," or "Enriching the Program of Instruction."

A PROJECT IN COLUMBUS, OHIO

Even though this program is still in a developmental stage, it is an activity which, according to N. G. Fawcett, Superintendent of the Columbus Public Schools, "has made a greater impact upon the lives of more boys and girls than any other single thing which the Columbus schools have attempted in recent years."

Like most communities, small and large, Columbus, Ohio, had an annual civic problem which resulted from the improper observance of Halloween. Not only were the number of acts of vandalism increasing in frequency out of proportion to the rapid growth of population in the community, but Halloween became a *season* rather than a night of celebration. This, together with the present-day high replacement cost of damaged property, brought about a mounting concern from property owners, businessmen, law enforcement officers—and school officials.

This was a problem involving the young people of the city—mostly youth in school. Here was an opportunity for citizenship education in an actual situation in which the youngsters had a clear responsibility. Unlike mock student presidential elections, whose outcome doesn't change things one bit, here was an opportunity for a venture into the real civic life of the community in a circumstance where the actions of the youngsters really matter.

About a year and a half ago, on September 29, 1950, a group of thirty-four student leaders, two from each secondary school, met to consider the Halloween problem in Columbus. Superintendent Fawcett spoke briefly to these young people concerning the problem and pointed out the implications to boys and girls involved in the situation. Did the young people present believe that something could be accomplished in this respect and were they willing to tackle the job? A most emphatic "yes" greeted the superintendent's question.

Thus was born the "Fun Without Destruction" program of the Columbus public schools. The student committee studied the anti-vandalism programs of other communities and school systems, such as those in Akron and Denver. They tried to establish reasons why young people who purposely destroy property act as they do. Individually,

they talked with their fellow students, their teachers and principals, then reported back to the committee. They learned of the kind and extent of the Halloween damage of previous years and reviewed the methods of the various groups in the city who were already active in attempting to alleviate the problem in Columbus.

From discussions, several governing principles or policies evolved which appeared logical in making an approach to the problem by the boys and girls in the city schools. Among these were:

1. The program should be educational in nature. Threats, coercion, or bribes should not be used.
2. The approach should be positive. "Have fun at Halloween time without the destruction of property."
3. The leadership should emanate from within the student body and the appeal for good citizenship practices on the part of boys and girls should come principally from boys and girls. Co-operation and guidance, however, should be sought from adult groups and agencies in a position to add strength to the program.
4. Control of the program should remain within the schools and should conform to the established school structure.

Each set of committee members assumed a dual responsibility. The boy and girl representatives from each secondary school were charged with the task, in co-operation with the school staff, of promoting the program within their own school and also at the elementary schools in their immediate vicinity. In most instances, the student representatives expanded their local committee to provide a broader leadership at the school level.

Once general procedures were agreed upon and goals established, it was a revelation to observe the contagious enthusiasm, the drive, and the competence that these youngsters displayed as they set out on their venture into a city-wide campaign for the promotion of good citizenship practices on the part of their fellow students. Committee members asked—and received—permission to address school staffs to enlist their help and support. They spoke before PTA and other groups to explain the program. Radio stations broadcast their transcribed spot announcements as a public service.

These boys and girls discussed the "Fun Without Destruction" idea with home-room groups and advertised the possibilities provided in the community for having appropriate Halloween fun, such as the window painting contests of the merchants, the pretzel handout of police, and the parties sponsored by various organizations.

These civic leaders of the younger set enlisted the support of school organizations and received endorsements from football squads, Y-Teen organizations, Future Teacher groups, and even a chess club. The Mound Junior High School committee, for example, posted the written endorsements of twenty-four different clubs. Public address systems in the schools carried radio-type drama and brief announcements asking boys and girls to consider their proper roles as junior citizens. At-

tractive posters decorated halls and classrooms depicting the "Fun Without Destruction" theme. School papers carried editorials concerning the program, and school bands took up the spirit of the campaign with presentations at football games. There was no lid on originality and apparently no ceiling.

An assembly program was arranged at each school. While the color and festivity that belongs with Halloween was retained in skits, music, dances, and costumes, there were serious moments when student speakers reminded their classmates of their responsibilities. David Judy of East High School brought forth this bit of teen-age logic, "We don't eat turkey every day for three weeks before Thanksgiving, or give presents every day for three weeks before Christmas. Let's celebrate Halloween on Halloween in a manner that will do credit to us in the eyes of the older generation." Keith Keels of the same school related a true story of how the thoughtless act of turning a stop sign around at a street intersection had resulted in a fatal accident. Barbara Corwin of Central High School editorialized as follows:

If you feel a desire to be destructive a week before Halloween, soap windows at home, empty trash cans on your own porch, stick your father's automobile horn. See what happens. You and your family's reactions to your thoughtless ways are replicas of the feelings of a stranger when you destroy his property. Perhaps you feel that the blame of accidents and destruction is wrongly placed on teenagers. You feel that elementary-aged children are more to blame. If that's the case, tell your little brother or the youngster next door to be more grown-up in his celebration.

Most of all, if young children think that high schoolers do not destroy property at Halloween time, they will want to be like these grown-up teenagers. Set a good example for him and you'll make a better person of yourself. You owe it to your family, to your friends, to your teachers, to be a credit to your community. But most of all, you owe it to yourself.

A much less mature youngster from Everett Junior High School got to the point very quickly with "All the soap we waste, by heck, could wash somebody's dirty neck."

Those most active in promoting the program often received their greatest satisfaction from working with the elementary-school pupils. The earnest, wide-eyed attention which these youth displayed before their high-school visitors impressed the committee with the responsibility they had assumed. The high-school students, in turn, not only impressed the youngsters, but even the school staffs with their teaching methods.

A towering committee member from Linden-McKinley High School appeared before an elementary group in his football uniform. On a small but athletically ambitious elementary-school boy, he placed another uniform about the same size as his own. The sleeves hung down to his knees and the jersey came to his ankles. But the fun of the situation melted into rapt seriousness as the football hero explained how growing up involves a great deal more than "just getting bigger."

An educational program such as this would be neglecting a great opportunity if it did not utilize that greatest source of strength in most any school system—the classroom teacher. The youngsters on the committee, even though this was *their* program, were quick to recognize this. Accordingly, the Division of Instruction was requested to develop a listing of suggested activities to help teachers select and plan classroom learning experiences designed to further the objectives of the "Fun Without Destruction" program. These suggested activities included such things as panel discussions, research on property damage during previous years, personal leisure-time charts, socio-drama, the development of attitudes tests and scales, and many others.

As might be expected, the "Fun Without Destruction" program of the school pupils prompted a great amount of interest on the part of the public. The pictures of smashed windshields and overturned garbage cans of former years in the local papers gave place to scenes from colorful skits arranged by the youngsters in the schools. Reporters and editorial writers found something *constructive* to write about relative to Halloween, and they seemed to enjoy the opportunity. In addition, student leaders of the anti-vandalism movement were invited to appear on radio and television programs, and several participated in a panel discussion on the Halloween problem with a number of civic leaders.

Now it would be a grave injustice to leave the impression, even if I could, that all of these things just happened without guidance from members of the school staff. The youngsters were assisted all along the line by principals, directors, and teachers. The important distinction, however, is that the boys and girls on the committee were so anxious to succeed in their project that they *asked* for help, in contrast to being *told* to do this and that. It's so much easier and productive that way.

Administrative, or guidance, arrangements were kept as simple and as far in the background as possible. One person, your speaker, acted as adviser to the city-wide student committee. It was his responsibility to help provide such co-ordination as was necessary among the various units within the city and interpret school policy to the members of the committee. Another important function was to keep the administrators of the schools informed of the plans and activities of the group. Within the secondary schools, either the principal or another member of the staff acted as adviser to the various school committees. Generally speaking, if any control was necessary, it was usually a matter of keeping the enthusiasm of the youngsters within reasonable limits.

As tends to be the case with so many educational endeavors, and particularly those involving the formation of attitudes, a full evaluation of all objectives ranges from difficult to impossible. There are available indications, however, that the "Fun Without Destruction" pro-

gram did pay off. One is the matter of statistics. Lt. Harvey H. Alston, head of the Juvenile and Social Welfare Bureau of the Police Department of Columbus, credited the initial program of 1950 with a "fifty per cent reduction in irresponsible property damage and hoodlumism over that of previous years. This," he said, "is based on all reports, even the minor ones." During the 1951 season, some rather interesting statistics were again recorded. Reports of vandalism during the time when the campaign was most active dropped another thirty per cent. During this period there was an average of only six complaints per night, in a city of over 400,000 population. This, according to police statistics, is just slightly above the normal year-round average.

Other indications of the success of the program came from telephone calls and letters from both individuals and organizations commending the boys and girls for their efforts. The manager of a local chain of motion pictures, for example, was so enthusiastic about the difference in the conduct of the patrons of his theaters that he sent a letter and complimentary tickets to all the committee members in recognition of their effectiveness. A prominent business and professional men's service club made a similar gesture by sending a check to provide a treat at the post-Halloween meeting of the committee.

The opinions of the pupils themselves is another significant source of evaluation. A rating scale was filled out by the committee members at the end of each of the two "Fun Without Destruction" projects. While a large portion of this was devoted to gathering opinion concerning the relative contributions made by various techniques used in the program, several of the questions pertained to the overall project. Both committees were unanimous in recommending that the program should be repeated the next year and only one individual was of the opinion that the extra time spent on the campaign had a detrimental effect on his other school work. The groups were also asked to rate their experience with respect to their own personal interests and development. A substantial majority (65 per cent) thought their activities were "very beneficial" to them personally, and none rated their leadership experience as of "little benefit."

The general impressions which the students wrote in were equally revealing. One boy described this as "an open field which should and probably will be developed in the following years." "This was a wonderful experience," wrote a senior girl, "and it seems as though it is the first time I have been involved in civic affairs."

The impact that such a project as this can have on a community is illustrated by these excerpts from an editorial in *The Columbus Dispatch*.² Commenting upon the method and results of the program, the editor wrote: "The gratifying success of this movement proves again

²*The Columbus Dispatch*, p. 2B, October 30, 1950.

that there are few human impulses which cannot be diverted into a wholesome channel, rather than be left to meander in an undesirable direction, if proper inspiration and guidance are provided. . . . The school children of the community have done an outstanding and valuable piece of work in this undertaking and have given their elders a conspicuous lesson in what can be achieved by enthusiasm and co-operation in a worthy cause. Our hats are off to them."

ACTIVE CITIZENSHIP PARTICIPATION

The program just described is but one of a number of similar projects which schools and community groups have carried on in various places throughout the country to cope with the Halloween problem. There is nothing so unique about the community or the plan to furnish evidence that this technique, with proper modifications, will not prove successful in most communities. The most successful of the Halloween programs which have come to your speaker's attention are those which place the responsibility for solving their own problem directly in the hands of the boys and girls themselves. Only to the extent that the members of the school staff are willing to provide a full measure of co-operation and guidance, however, will such a program reach its greatest measure of accomplishment.

It is obvious that an anti-vandalism program, or a school-boy patrol, or a student court, or a scrap iron drive, or a combination of all of these does not in itself constitute a full citizenship education program.

We need the civics and the history and problems of democracy classes, or the common learnings courses, if you prefer, coupled with the concept on the part of every educator that he has a responsibility for citizenship education. But we also need opportunities for our future citizens to put into practice, in real situations, those things fundamental to active citizenship participation.

Group V (Monday)—TOPIC: What Is the Place of Consumer Education in the Secondary-School Program?

CHAIRMAN: *George C. Galphin*, Chairman, Department of Psychology and Education, Drexel Institute of Technology, Philadelphia, Pennsylvania

INTERROGATORS AND CONSULTANTS:

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WHAT IS THE PLACE OF CONSUMER EDUCATION IN
THE SECONDARY-SCHOOL PROGRAM?

LOREN CHASTAIN

I. THE IMPORTANCE OF CONSUMER EDUCATION

THE place of any subject in the secondary-school curriculum should be determined on the basis of its importance, measured in terms of what is contributed to the needs of our citizens. Is consumer education essential or important in our high schools? In my opinion, the best publication on this subject is the handbook, *Consumer Education in Your School*, prepared by the Consumer Education Study of which Thomas H. Briggs was director, assisted by Paul E. Elicker and committee, and published by the National Association of Secondary-School Principals. The remainder of part I of this paper is taken largely from this bulletin. According to this publication, consumer education is essential because: (1) we have problems as individuals, and (2) we have problems as a society.

As individuals it is very difficult to keep informed about all the goods and services available to meet one's needs. There was a time, in our early history, when man produced many things which he used. Consequently, he knew about these things. Times have so changed that we are now specialists in production, and we buy practically all our living needs. Without special education many will never know many of the best things that modern civilization has to offer. Even if we knew the many goods and services available, it is difficult to compare them and weigh comparative values. It is hard to select something suitable at the best price. Radios, television sets, and cars are too complicated for the average person to judge their "works" and value. It is equally difficult to judge services. After purchasing a complicated machine, there is a need for training in how to use it so as to get the maximum enjoyment and service from it.

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Since we depend more and more upon money, we must know how to spend it wisely, and thus derive more benefit from its use. This is especially necessary now, with our present inflationary trend.

Persuasive selling is very old, but no generation has had such a barrage of salesmanship and appealing advertising as the present one. Consumers need to know how not to be diverted from their goals by seller's appeals. Advertising and salesmanship can be, at best, made allies in the buyers quest for the best. Last, but very important, we must learn to avoid being exploited. The dangers of deception and misrepresentation are sufficiently great to warrant attention and education.

We have problems as a society. For ages societies were faced with the problem of producing enough to live. Suddenly we have found ourselves capable of almost unlimited production, but we have not yet solved the problem of distribution. We find plenty and want side by side. We must consider the general consumer interest in relation to special producer interest. For the good of society it is sometimes necessary to put some limitations upon the freedom of enterprise. If a quack doctor tries to market a fake remedy, we, as a society must stop him. If a labor organization should try to increase the number of jobs, and thus increase the cost of a product to the consumer, what should we do? Or, if a group of producers form a monopoly to hold down production and thus increase the cost to the consumer, what should we do?

Another problem of society is to determine the proper role of government in relation to economic affairs. Recently, various consumer groups have asked the government to pass laws and local ordinances for the protection of consumers. We must determine how far government should go in regulating enterprise.

We need to have the fullest possible use of manpower and plants in order that production will be great and low cost distribution will be possible. A good economic system brings the consumer a flood of desirable goods. Since this is true, the consumer also needs to be trained in conservation. We should all use wisely and enjoy our natural resources, but we should also avoid being wasteful. Since consumer buying is the thing which keeps our economy running, we need to have education which will continually keep high the demand for consumer goods.

II. WAYS CONSUMER EDUCATION CAN BE HANDLED IN THE CURRICULUM

1. Various units of consumer education can be handled as an integral part of courses we already have in our high schools. We are using this plan at Muncie Central High School, and it seems to be working successfully. We have units of consumer education in the following five different departments:

a. *Home Economics*. A unit of consumer education is incorporated in classes of foods, clothing, and modern living.

b. *Distributive Education.* Consumer education forms a very important part of retail selling. Our teacher of these classes works with a committee composed of managers of retail stores, home economics supervisor, vocational supervisor, high-school principal, and superintendent of schools. This committee tries to determine what needs to be taught most in consumer education, as well as the whole field of distributive education.

c. *Business Education.* Various classes in this department have good units on consumer education.

d. *Social Science.* Consumer education is a part of classes in civics, and a vital part in classes of modern problems.

e. *Mathematics.* Various budgets are made in different mathematics classes. These budgets are practical and could be used in many homes.

2. Consumer education can be set up and taught as a separate course in any one of the following departments: (a) distributive education, (b) business education, (c) home economics, and (d) social science. The department in which it is placed should depend largely upon the attitude of the chairman and the particular training of teachers in the department. Plans "1" and "2" both have their strong points, but, in an overcrowded curriculum, plan "1" is easier from an administrative viewpoint and will also reach a greater number of pupils.

III. USE OF COMMUNITY RESOURCES

In order to do a better job of consumer education we should make use of various community resources. Local and state committees can be very helpful. Indiana has a state committee composed of the following: (a) representatives from department stores, such as Ayres, Blocks, and Wassons; (b) the executive secretary of chain stores; (c) supervisors of home economics; and (d) high-school teachers of home economics. This committee has been the means of bringing about mutual understanding of consumer problems by high-school and college teachers, supervisors, teacher trainers, and retailers. These people have initiated, promoted, and planned joint conferences of home economics teachers and retailers. There has been group participation in their thinking, sharing of ideas, and an exchange of technical knowledge and experiences in luncheon discussions. This state committee has worked on labeling, standards for certain articles and returned goods.

The returned goods problem was explored at one of the meetings. Retailers invited the adjustment managers of their stores, and teachers contacted their own merchants in making studies on returns.

The "Returned Goods Questionnaire" (see below) was formulated by the teacher-retailer groups to determine the purchasing practices relating to the returned goods problem in various communities in Indiana. Replies were received from 842 high schools, 535 colleges, and 883 women's groups, or a total of 2,260. The findings from this ques-

tionnaire, which is only one aspect of the consumer-retailers broad program, will be used as:

1. A basis for reducing the "returned goods headaches" for both retailers and consumers.
2. Progress toward more informative tags and labels stated in consumer language.
3. A greater realization of more standardization of sizes.
4. Improving our purchasing habits.
5. A recognition of costs of returns to both retailer and consumer.

This is only one of various problems which can be studied by such a committee. It is a challenge and a progressive means in teaching consumer education.

THE RETURNED GOODS QUESTIONNAIRE

Of everything purchased in the year 1949, 10.2 per cent was returned by the consumer. (Federal Reserve figures for the Midwest area and NRDGA figures for the nation.) Too much time, money, and effort are spent by both consumers and retailers in handling returned goods. WHO PAYS?

THE INDIANA STATE HOME ECONOMICS TEACHER-RETAILER GROUP want your help in checking the following questionnaire on purchasing practices relating to the *returned goods* problem in Indiana.

I. Please check (x) which of the following identify you:

OCCUPATION: Check one or more

710 Homemaker
647 married
1613 single
350 Gainfully employed
1377 Student

EDUCATION:

372 College Graduate
1001 High-School Graduate
906 Other

TOTAL HOUSEHOLD INCOME:

LIVE IN:

1216 City (above 15,000)
397 Small town (below 15,000 pop.)
211 Suburban
443 Farm

177 Below \$2,000
826 \$2,000-5,000
478 \$5,000-10,000
118 Over \$10,000
659 No record

II. How do you usually buy?

Article	Charge	Cash	Payments	C.O.D.	In person	Mail	By telephone
Women's clothes	761	1577	83	48	1931	156	34
Accessories	471	1652	15	14	2070	45	12
hats, shoes, gloves, handbags							
Children's clothes	266	871	14	24	849	62	12
Men's clothes	314	1125	32	22	1069	51	5
Home furnishings	419	917	485	32	1022	31	6

III. What have you found necessary to return within the last year?

Highest number items returned:

ITEM OR ITEMS AND APPROXIMATE COST

Accessories	Ready to Wear	Mens Clothes
Gloves 34—\$ 3.36	Dresses 203—\$16.92	Shirts 43—\$ 5.97
Hats 30—\$12.36	Sweaters 184—\$ 7.80	Trousers 14—\$11.62
Scarfs 11—\$ 2.61	Shoes 163—\$ 8.89	
Purses 11—\$ 8.11	Blouses 142—\$ 6.21	Childrens Clothes
Belts 9—\$ 3.21	Skirts 124—\$ 6.35	Dresses 20—\$ 5.52
	Slips 121—\$ 5.46	
	Hosiery 89—\$ 1.79	Furniture
		Chairs 6—\$69.00
		Radios 5—\$47.95

IV. If goods were returned before use, check (x) the three most frequent reasons:

<u>1138</u> Wrong size	<u>116</u> Soiled merchandise
<u>295</u> Wrong color	<u>127</u> Damaged in delivery
<u>336</u> Not suitable or not becoming	<u>120</u> Order filled incorrectly
<u>42</u> Fear of fashion changes	<u>8</u> Price misunderstood
<u>74</u> Fear that merchandise will not be durable	<u>14</u> Felt obligated to buy
<u>151</u> Purchased on approval	<u>97</u> Required the opinion of others
<u>14</u> Had no intention of keeping goods when taking it out	<u>74</u> Lower price or selection elsewhere
<u>22</u> Cannot afford	<u>45</u> Alternation wrong
<u>192</u> Changed mind	<u>237</u> Defective merchandise
<u>551</u> Purchased by someone else	<u>28</u> Not enough information on label
<u>69</u> Misrepresented by salesperson	<u>218</u> Poor standardization of size

V. If goods were returned after use, check (x) reason or reasons:

<u>234</u> Did not give service expected	<u>14</u> Gas faded
<u>54</u> Could not be washed	<u>123</u> Slipped at the seams
<u>24</u> Could not be dry cleaned	<u>61</u> Others
<u>147</u> Color faded	

VI. Please check (x) if you:

- 1793 Read labels in making a purchase.
2051 Try on garments before purchasing.
717 Require alterations on garments.
1365 Ask salesperson for facts about item.

WHAT IS THE PLACE OF CONSUMER EDUCATION IN THE SECONDARY-SCHOOL PROGRAM?

ROBERT S. HICKS

THE topic presented to us for discussion today is in the form of a question: "What is the place of consumer education in the secondary-

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school program?" The question raises some other related questions. What is consumer education? Is consumer education sufficiently important to be honored with a place in the secondary school? If so, how much emphasis should be given to it? Has consumer education been completely ignored by our secondary schools? What should be the major objectives of consumer education? How shall we organize the program? Many of you will, no doubt, have many other questions in mind which might profitably be discussed. You will be given that opportunity later on. The questions have not been suggested in any order of their importance or significance. However, we might as well discuss them in the order given.

WHAT IS CONSUMER EDUCATION?

Since all secondary-school students are consumers and since the general reason for the existence of the secondary school is to help boys and girls live intelligently, efficiently, and abundantly in this world as we know it to be today, in the broadest sense consumer education would be our total educational program. For the purpose of this discussion it would not be appropriate to consider consumer education in such a broad manner. It will be both more profitable and more understandable if we be realistic about its limitations and consider consumer education as merely a part, albeit a most significant part, of the total education of the individual for living.

As suggested in a handbook for teachers and administrators, *Consumer Education in Your School*,¹ consumer education can best be defined in terms of the nature of the job to be done. I doubt if any of us would care to quarrel about the purpose of consumer education as set forth in that handbook: "The purpose of consumer education is to help people become more intelligent, more effective, and more conscientious consumers."² Any program of education which is designed to perform that function is consumer education. Educators who have taken the lead in developing consumer education programs have designed them in terms of a similar broad purpose so as to avoid a narrow, negative, and unrealistic program.

SHOULD SUCH A PROGRAM HAVE A PLACE IN THE SECONDARY SCHOOL?

In my opinion such a functional, realistic program of education is greatly needed and should find an honored place in the secondary school. Consumers have problems galore, and where we find problems we find the task of the school. Someone has well said, "We live in a wonderland, but for most people it is a blunderland."

¹*Consumer Education in Your School*, Consumer Education Study, National Association of Secondary-School Principals.

²*Ibid.* p. 21.

We live in a fruitful land so far as our natural resources and our achievements in technology are concerned, but we must face the fact that millions of our people are inadequately clothed, housed, and fed. There never was a time when our people have had more leisure and when tastes and morals were lower. Physical barriers are almost unknown, but we have barriers of fear which send too many of our people to clinics and hospitals for mental treatment. We know more than any previous generation about the universe, but we know too little about how to use this knowledge.

The consumer needs help, sympathetically and realistically presented, in the various aspects of personal economics and domestic management. He needs help in order that he might become an intelligent and effective buyer of the myriad of new products which are now made from so many unfamiliar chemical compounds with such intricate mechanical devices. So many products are packaged so attractively and so cleverly that the wisest of us can be easily deceived about them. He also needs help in the use which can best be made of them.

The one thing which must be avoided is the negative aspect of consumer education. It is to be hoped that we are decidedly through with the muckraking variety of consumer education that sprang up during the depression era. A great dis-service was done public education by that purely negative emphasis.

To be sure, the interests of the consumer and the producer are not always identical, but the businessman of integrity and good will has nothing to lose and much to gain by a functional type of consumer education as advocated in the Consumer Education Study previously referred to. The fact that this study was financed by the Better Business Bureau whose object it is to expose the swindler and peddler of fraudulent schemes is indicative of the position taken by business generally toward consumer education.

But the businessman does have the right to demand that consumer education be honest in every respect, impartial beyond any possible doubt, and independent of any particular business organization. Consumer education must not be used by any particular business organization. After all, any business organization that is on the "up and up" will not be injured by training students to think for themselves, to choose wisely on the basis of value judgments, to buy only the things which they really need and can afford, and to make the best possible use of what they do buy. There are far more interests which the consumer and the producer have in common than interests which are in conflict. In fact, in most instances the consumer and producer are the same person.

Any possible conflict which might arise between the school and the business interests of the community are really negligible and should not keep any school administrator from giving consumer education a prominent place in the school curriculum. Reputable business-

men usually welcome it when they really understand the program and its objectives. Legitimate business has nothing to conceal and much to make known. Any businessman will tell you that he would rather do business with a customer who is intelligent in his buying, conscientious in the choices which he makes, and understanding in the needs which he wishes to satisfy. He will be a satisfied customer and will return on another day.

Consumer education should have a place in the secondary school on the basis of every important study which has been made to determine educational objectives—Cardinal Principles, Purposes of Education in American Democracy, Imperative Needs of Youth, *etc.* It is also in line with the trend today to make education realistic and functional.

HOW MUCH EMPHASIS SHOULD BE GIVEN TO CONSUMER EDUCATION?

No other part of our curriculum should receive greater emphasis than consumer education. It cuts right across the entire curriculum. What could be more important to the clients of the secondary school than that of helping them to become "intelligent, effective, and conscientious consumers"? If we succeed in doing this "for the least of these," surely we shall receive the well-earned reward of "well done, good and faithful servants."

If we do the job thoroughly, the students will, in time, be able to use their time, energy, and resources to their best possible advantage. This will make it possible for them to get more out of what life has to offer. We do live in the kind of a world where it is not easy for the most intelligent of us to get the most out of life. For one to live the better and richer life he must know how to make the better and wiser choices among the goods and services which are available to him. The secondary school can and should make a rich contribution in providing him with the "know how."

Vocational education has been given an important place in the secondary school for many decades. It is a much easier task to learn how to do a specialized job in industry today, to know how to turn nut number 7 on bolt number 7, than it is to learn how to manage the income derived therefrom, how to buy wisely with the money, how to make wise use of what is bought, how to be a good consumer citizen. The latter is a complicated task which baffles a lot of people today when the value of the dollar is constantly downward. The consumer faces not only a wide range of free choices but high pressure salesmanship as well. It is surely not out of order to give to consumer education as much emphasis as we give to vocational education.

By all means, let us see to it that consumer education is not placed in the category of a fad or a frill. Let us consider it as a unifying force in our educational program. Here we find real life problems which demand immediate consideration. We ought not to treat lightly the task of helping youth to develop a sound philosophy of values and

to the end that they can look forward hopefully to the manifold possibilities which life in the United States has to offer to them. A sound philosophy of values will give to them a zest for living high-grade lives.

HAS CONSUMER EDUCATION BEEN IGNORED IN OUR SECONDARY SCHOOLS?

Consumer education has not been left entirely out of the programs of our secondary schools. A great deal more is being done in some high schools than in others. That a much better job can be done in most of our schools goes without question. However, to state that nothing is being done would be as discouraging as it is untrue. The programs need to be made more functional and more realistic. The programs should be so organized that all of the students will be subjected to them. It is difficult to do this by adding another subject to the curriculum. It would be profitable for each administrator to take an inventory of what is being done in each department of his school and then compare this inventory with the objectives of a sound, functional consumer education program. There is an abundance of educational literature along this line. In my opinion there is nothing better than the materials provided in the Consumer Education Study referred to previously. These materials are on exhibit at this convention.

WHAT ARE THE MAJOR OBJECTIVES OF CONSUMER EDUCATION?

Since time is limited for this discussion only a few objectives will be given, objectives which appear to be accepted generally by leaders in the field of consumer education. There is an abundance of educational literature which deals with objectives. No discussion of the following objectives seems necessary.

1. To assist students in formulating a philosophy of life which will help them to make wise choices and decisions—value judgments.
2. To assist students with the problems involved in buying and using goods and services.
3. To assist students in becoming efficient managers of their economic resources to the end that they may use these resources to obtain the greatest possible satisfactions out of life.
4. To assist students in the formulation of a social philosophy so that they may determine for themselves the kind of economic and governmental practices they will support or oppose.
5. To assist students in setting for themselves goals for a standard of living which they now think impossible to reach. No one knows his reach until he reaches for the impossible.

WHAT SHOULD THE PROGRAM INCLUDE?

It is necessary to develop teaching-learning units which are related to the objectives desired to be achieved by the program. I am sure that nothing better has been done than the series (eleven in the

series) of teaching-learning units developed in the Consumer Education Study of the National Association of Secondary-School Principals. Certainly a great deal of spade work has been done for us in this study. All of these materials stress the areas that are usually included in consumer education. They are inexpensive and could be used profitably by any school system regardless of the type of organization under which the school operates.

The Consumer Education Study also lists a large number of books and other materials which your school should possess. One particular book, *Consumer Living*, by Fred T. Willhelms, published by the Gregg Publishing Company, the business education division of the McGraw-Hill Book Company, has great value. This book gives a full and complete treatment of consumer education and is based on the Consumer Education Study. It is designed for the purpose of making youth more intelligent and conscientious consumers. It explains, impartially and objectively, the facts and issues that confront the consumer in our modern economic system. One thing which I personally like about this book is the fact that it weaves questions, examples, and problems for discussion right into the reading matter instead of placing them at the end of the chapters as is so often done in textbooks. Another book, *The Buyer's Guide*, with worksheets, is keyed specifically to the eleven teaching-learning units and *Consumer Living*.

HOW SHALL WE ORGANIZE THE PROGRAM OF CONSUMER EDUCATION?

The most difficult problem one faces as an administrator is the organization of the program. If consumer education is as important as our educational leaders insist that it is, as my preceding remarks affirm, and as the educational literature would indicate, then each high-school student should be included in the program. If each student is to be included in the program, then the organization becomes even more difficult. Three kinds of organizations have been attempted: the core curriculum approach, a separate subject course, and a correlation of the contributions which can be made in all parts of the curriculum.

High schools which have already organized their curriculums on the core basis will certainly find it easy to provide for consumer education by organizing the program around the important categories of persistent human needs as these needs relate to the objectives and content previously suggested. The question might reasonably be raised as to whether or not a course organized on the core basis could carry the entire load of consumer education without some supplementation with special courses designed to meet individual needs and interests.

Some high schools have organized a special subject course in consumer education. This presents a problem which is ever present with us, the addition of a subject to an already over-crowded curricu-

lum. It also brings the additional problem of how to make the course available for all of the students and at a suitable maturity level. The special course does have the advantage of being able to achieve an orderly, systematic treatment, and it is possible to place in charge of the course a teacher who is a well-trained specialist. The organization of the course itself is a relatively simple task.

An integrated program throughout the curriculum offers another way out for those schools which organize the curriculum around subjects and departments. Each subject will be required to make its best possible contribution to consumer education. A committee or some staff member will have to be assigned a difficult task of seeing to it that all of the parts of the total consumer education program are properly meshed into a "smooth-running, comprehensive" program. It would not be too difficult to install this kind of a program in the typical high school if the entire staff will work co-operatively on it. The plan has a very cogent advantage of not turning things upside down. The plan could be placed into operation one step at a time and thus temper it by experience. The program would have to find its place in those departments most closely related to the units to be taught and in courses required of all students. Finally, consideration should be given to the maturity of the students involved.

Regardless of the type of organization to be used, let me conclude by saying that each administrator should give serious and thoughtful consideration to the organization of some kind of a consumer education program which will educate secondary-school students in the art of consuming wisely and living richly. We want to help them to be cautious, frugal, and prudent buyers, and still maintain a healthy attitude toward life.

**See the April, 1952, issue of THE BULLETIN
for the balance of the Proceedings of this
Thirty-sixth Annual Convention of the NASSP.**

Group VI (Monday)—TOPIC: What Are Sound Policies for Controlling Non-Athletic National Contests and Activities Offered to Schools by Outside Organizations?

CHAIRMAN: *T. P. Baker*, Director of Instruction, Public Schools, Austin, Texas

INTERROGATORS AND CONSULTANTS:

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WHAT ARE SOUND POLICIES FOR CONTROLLING
NON-ATHLETIC NATIONAL CONTESTS AND
ACTIVITIES OFFERED TO SCHOOLS BY
OUTSIDE ORGANIZATIONS?

GEORGE A. MANNING

SCHOOLS are not monastic institutions withdrawn from the political, social, and economic world. Men and women connected with organizations outside the schools are former students and graduates of our public and parochial schools. They realize the value of direct contact with millions of students through contests. Beneficial advertising is bound to result. The great majority of these men and women are sincere in their intention to render a service that will also benefit the student financially, and in many cases serve the student and the nation with a patriotic project. This is indicated by the titles of many essay contests.

Until school administrators are ready to supplant these offerings with a better plan and projects of their own, we are left with one alternative, that of providing a plan of evaluation and selection. Perhaps in time, school men may persuade business firms and organizations to entrust these hundreds of thousands of dollars in prize money to a committee of our National Association of Secondary-School Principals to be distributed to winners of contests or projects organized by ourselves. On the other hand, and in the meantime, it may not be altogether unwholesome to have these contacts with American business and organizations if we can at the same time help develop an honest interest among these groups in the welfare of American schools.

THE NATIONAL CONTEST COMMITTEE

To capitalize upon this possibility the National Contest Committee was brought into being in 1940. Considerable improvement has

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been made in the whole area. In 1940 eighty-nine contests of regional or national scope were offered to the schools. Many of these were of little value; and within two years, as our committee developed standards and criteria, about sixty of these contests were dropped. We had no means of enforcing our criteria and recommendations, but we found most groups wishing to contact the schools quite co-operative. The schoolmen of the nation seemed ripe for such a service. An approved list of contests from which they could choose relieved them in a great measure from local pressure, and such a list emanating after a careful review and personal meeting with many of the sponsors was bound to be an improvement.

As the committee grew in prestige from support of the North Central Association and from state associations of high-school principals, it became easier to educate both the sponsors and individual principals as to the real purpose of the National Committee. Our objective of fewer and better contests has in some measure been achieved. It is at the moment, however, an open question as to whether too many contests have been approved for this present school year.

HOW MANY CONTESTS?

Perhaps a list of about twenty contests would be sufficient. Some principals think so. Our committee is faced with quite a problem. Shall we arbitrarily limit the number of contests and thus increase the potential participation in each contest, or shall we exploit what advantage there is in making honest contacts with more legitimate businesses and groups for the benefit of the schools? In other words, shall we reduce contests in number or shall we approve all those which satisfy our criteria? We recommend limited participation on the part of each school. A longer list of contests may provide the possibility of a better choice.

As the work of our committee became publicized and principals found our approved list gave them refuge from local pressure, they also began to refuse to take part in projects such as those sponsored by the National Thespian Society, the Parliament of States, and the National Scholastic Press Association unless approved by our committee even though no contest was involved. In turn, these and other such organizations sought our approval because of the advantage such approval would give. We have suggested and most of these congresses have agreed to meet during summer vacation. Because of expense, travel, and chaperonage involved in such meetings, many principals inform us that these should have approval and some control exercised by a committee representing high-school principals.

Because our committee was originally appointed to exercise jurisdiction over the contest field, we decided at our meeting in Chicago last July to ignore applications from organizations if no contest was involved. This left such projects in a rather awkward situation be-

cause they had applied for approval in good faith and in most cases their objectives are commendable. Perhaps some of our fellow principals will have a suggestion which will be worthy of the consideration of the Executive Committee of our National Association.

WHAT CAN REGIONS AND STATES DO?

The influence of our committee would be considerably enhanced (if that is desirable) if the other four regional accrediting associations should follow the example of the North Central Association in adopting our approved list of contests. Criterion 4-F is one of the North Central's official criteria. High schools violating criterion 4-F may be warned or advised. This is a serious matter in the North Central area. Perhaps men here from the East, West, or South can assist in making the National Contest Committee truly national.

For various reasons, however, the other regional accrediting associations may not find it feasible or politic in the near future to follow the lead of the North Central Association in making the recommendations of the National Contest Committee more or less regulatory. We, therefore, recommend that the other twenty-eight states follow the example of the twenty states which have set up central state committees with executive secretaries to administer contests of all types including athletics within each state. Every state has its state high-school athletic organization, and these twenty states have in most cases expanded the state athletic office to administer all the other interscholastic contests. No two operate in exactly the same way or are they financed alike except in a general way.

The point is, so far as concerns the National Contest Committee, these twenty states are so organized that we can make quick and effective contact with each one and each state can contact and influence the Contest Committee. Each July and December the Contest Committee meets in the office of the Illinois High School Association as a matter of convenience, and from time to time we have had executive secretaries from various state high-school associations meet with us to the mutual benefit of all concerned. We strongly recommend that each of the other twenty-eight states organize a similar state association to control and administer all interscholastic activities—*first*, for the benefit of the individual state, and *second*, so that there can be definite and constructive contact between the National Committee and a centralized interscholastic authority in each state of the forty-eight.

RECOMMENDATIONS

There are certain very real problems facing us in high-school athletics, such as post-season or all-star games, colleges offering athletic scholarships, and bribing our athletes to attend the institution offering the highest bid. Perhaps it may not be out of place here to state that, with the completion of the plans suggested for the better func-

tioning of interscholastic control in all states and in all regional accrediting associations, we shall be in a better position to assist the National Federation of State High School Athletic Associations in solving these and other problems. Let us consider some specific recommendations relating to non-athletic contests which the National Contest Committee has evolved:

1. School participation

- (a) *On a national basis*—that a school confine its participation to those national contests that are currently placed on the approved list by the National Contest Committee.
- (b) *On a state basis*—that schools limit their participation in contests and activities sponsored by their own high-school organizations within the state in preference to any activities sponsored by other agencies. Many states evaluate and approve statewide or local contests and activities, and approved lists are available from officers of state high-school organizations.

2. Student participation

- (a) That, if a school participates in any contest or activity outside the state, no student should be absent from school more than five school days for a single contest or activity.
- (b) That an exception for an individual contestant be made if successive steps are required to determine the winner of a national or regional contest.
- (c) That no high school should enter more than two regional or two national contests per year in which ten or more students from that school are involved initially, except scholarship contests.
- (d) That no individual student should participate in more than one contest in each of the six categories on the approved list except where scholarships are involved.

3. Essay contests

That a school should not participate in more than one essay or forensic contest each semester. (Fewer than five students in each school shall not be considered official school participation.) Participating in essay contests is generally regarded as of questionable educational value because the winning of awards through essay contests has tended to encourage plagiarism and dishonesty.

4. School policy

That all secondary schools take a firm and consistent position on nonparticipation in unapproved national and state contests and activities.

CRITERIA USED IN SELECTING

- 1. The purpose and objective of any contest or similar activity must be sound and timely.
 - (a) The contest must be a worthy activity.
 - (b) The activity should be stimulating to student and school.
 - (c) Contests must be regarded as desirable activities for our schools.
 - (d) The activity and awards should be philanthropic wherever possible.
 - (1) Scholarships for worthy students.
 - (2) Useful prizes and awards.
 - (e) The educational values must always outweigh the commercial aspects of activity.
- 2. Contest or similar activity should be well planned and have adequate and impartial evaluation.

3. Contests should not duplicate other contests or activities sponsored by other organizations.
 - (a) The same organization should not conduct more than one national contest in the same school year.
4. Awards and prizes must be adequate in number and amount.
 - (a) Local, state, and national distribution of awards and prizes is desirable.
5. The contest must not place an excessive burden on student, teacher, and school.
 - (a) The student or school should not be required to pay an entry fee to participate.
6. Contest must not require excessive or frequent absence of participants from school.
 - (a) Preferably there should not be more than one student winner per state if travel outside state is required.
7. The subject of an essay or similar contest must not be controversial, commercial, or sectarian. Propaganda, good or bad, should be avoided.
8. The organization offering the contest or other similar activity must be engaged in a creditable or generally acceptable enterprise or activity regardless of kind and character of prizes offered.

CONCLUSION

In conclusion let me repeat a portion of a report I made in 1944. A strong extracurricular program is an asset to any secondary school. With such a program a school springs into life and provides perhaps the finest immediate connection with the community. Student personality is developed through participation and management. Standards are provided by which achievement can be judged. Incentives are provided for both pupil and teacher. A high-school principal may very well be rated by the well-balanced program combining curricular and extracurricular activities which he encourages and administers.

THE CONTROL OF CO-CURRICULAR ACTIVITIES

IN CALIFORNIA

VERN J. RICE

IN California, the land of festivals, parades, and programs of every type, the demand for participation of our school organizations and groups causes a very serious problem. In addition to this, we have the demand for participation in every other type of contest and activity. We also have the criticism from many sources that students are out of class too much. We all agree that, in many cases, this is true. For the past three years a committee appointed by the California Association of Secondary-School Administrators has been studying the California situation and will recommend a proposed program for the con-

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trol and development of co-curricular activities to the state association at their spring conference.

For the control of all athletics, we have a very fine organization in the California Interscholastic Federation, an organization formed in the state even before our Secondary-School Administrators Association was organized. To combine the control of athletic and non-athletic activities under one organization has not met with favor in California. There is unanimous agreement though that, whatever the guiding philosophy, it must apply to both types of activities.

Before discussing the recommendation to be made this spring to the California Association of Secondary-School Administrators, I would like to tell you of the Bank of America Achievement Award Program in California—a program that I believe could very easily set a standard for the type of activity everyone would be pleased to take part in and one that, at the same time, eliminates all of the undesirable features that appear in many programs. Before the start of this program, much time was spent by the sponsor and school administrators working together to develop one acceptable to both.

Each year the Bank of America divides the state into sections. An awards' program is then conducted in each section. *First*, a committee in the school selects the top student in eleven specific fields—mathematics, laboratory science, music, art, english, social science, foreign languages, business, home economics, agriculture, and trade and industrial. These must all be *bona fide* majors in that field. Each of these selected are eligible to compete for awards up to \$1000 through an elimination program. Each specific field winner can get no less than a beautiful achievement certificate. *Second*, the committee selects from these eleven—four in general fields—mathematics and science, fine arts, liberal arts, and vocational arts. Each of these go into the zone elimination and the least they can win is a beautiful engraved loving cup.

It is the well-rounded student that is sought; one who, in addition to scholastic attainment, has demonstrated qualities of leadership, tolerance, character, regard for others, and a sense of civic responsibility. The zone winners are selected as follows: 50 points—grade record, 25 points—activity record, and 25 points—oral interview before a distinguished committee. The winners in this elimination are eligible to compete in the district finals again on the same basis as the zone finals only before an even more outstanding committee. Each of the finalists compete for prizes of \$50, \$100, \$250, \$500, or \$1000. In this program every student selected is a winner. It is unnecessary to use any of the student's school time or any class time and the reward is valuable and much desired.

I would like to tell you about one boy who took part in the Bank of America Award Program and its results for him. This boy was selected in the field of art. He was not outstanding in his school program but

was a very hard worker, a good citizen, considerate and willing. He was outstanding in his work in art and making excellent progress. He was selected only in the specific field of art and went no farther. He received his Certificate of Achievement in art and was very pleased. After graduation he applied for a job of window trimming with several others. He got the job, and according to him, it was due to his having received this award. Its value to him cannot be estimated. I bring this to you only to show what an organization can do, working with the school administrators, if they have the desire to eliminate the undesirable features of contests and activities.

THE CALIFORNIA COMMITTEE'S RECOMMENDATIONS

The committee on co-curricular activities held their last meeting on November 16, 1951 and agreed to recommend the following:

First, we will recommend that all schools accept the recommendations of the National Contest Committee of the National Association of Secondary-School Principals for participation in National Contests. We believe that these recommendations give all schools satisfactory protection and control.

The problem of local demand for participation in programs, performances, contests, and activities that take from the pupils school time, energies, and school accomplishments, pose a much more serious problem. In some cases it reaches the proportion of exploitation.

Second, we will recommend to the California Association of Secondary-School Administrators a plan that we think will eliminate the abuses present and at the same time give the individual principals positive support in rejecting undesirable activities. We will suggest a number of steps that can be taken or methods that can be used, but at the same time in no way restrict the principal within his own school. The recommendation to be made is based upon the consideration of many aspects of the problem, some of which are as follows:

1. Participation should be limited to only those activities which grow out of the regular curricular activities and meet educational objectives. These activities should provide for the students new experiences which will make their work more interesting and be of greater value to them socially, morally, and intellectually.

2. To meet the common criticism from teachers that many activities take too much time from the classroom for individuals or groups, some plan to limit this abuse must be provided. Some methods by which this can be controlled are listed later and a search for others will be undertaken.

3. In most essay contests, participation should be on a voluntary basis rather than making it part of the required class work. Many times by this method it can be conducted outside class time.

4. Many contests are conducted on a National or state-wide basis where the contest sponsor's plan is to select the top two or three stu-

dents in the state or nation. A good rule followed by some school systems is that there will be no participation unless sufficient prizes are offered to enable at least one person in every school taking part to win something.

5. A good method used by some districts to limit participation in public performances is to take no part in any public performance during the first five or six weeks of any semester. Also, programs for charitable purposes will get first preference.

6. Whenever possible, festivals should replace contests. Music festivals, as conducted now under the auspices of the California Music Educators Association, are valuable to all schools and will increase interest and participation in music. Adjudicators selected from various areas send recommendations and helpful comments to each group which can be very valuable and used to improve the classroom instruction.

7. Many school administrators believe that, in general, public performances and active participation in many programs are a good public relations media. In general, this is true, but we must also be very sure that we do not exploit our youth. Exploitation can take place when (a) the value received by the student does not justify the time and energy expended, (b) the physical well-being of the student is impaired due to the time required or the mental and nervous strain involved, (c) no curricular objectives are obtained from participation in the activity, (d) the loss of school time prevents the student taking part from reaching his educational objectives to the maximum of his ability, and (e) a program or activity is repeated to a point where the students have lost interest and no further learning results. We believe that specific consideration should be given to the demands made upon the students' time and energies both within the regular school time and outside the the regular school time. Serious consideration must be given to the demand for financial support arising from the requirements for personal equipment which can be a heavy burden to many students and parents.

8. We believe that wherever abuses appear, whether in the athletic program or non-athletic program, the same general philosophy should apply.

9. We believe that in all cases the tools of learning must be under the control of the teacher or administrator, and that any activity in which the control is taken out of the hands of the school is valueless. This also calls for teacher acceptance and we should always strive for this.

10. We recommend close co-operation between the California Interscholastic Federation and other groups such as the California Music Educators Association in order to minimize the possibility of scheduling major events on the same date.

SUGGESTIONS TO PRINCIPALS

Since it is the purpose of this committee to recommend some method of control for the use of principals, the following points are presented.

1. Secure approval of the local school board for all appearances or contests.

2. Although in certain activities it is desirable and valuable for a student to take part and miss his class time, a limit must be established. Some schools attempt to control this by a point system. Activities are rated on a point basis and at the opening of school the student lists the extracurricular activities in which he plans to take part. A maximum number of points is established and the student and his parents approve by signing a contract. In most all excessive cases this has served to curtail the number of activities participated in. Another method is to establish major and minor classification for activities. A limit is set, such as permitting participation in one major or two minor activities. These major and minor activities can be given points and it is possible and, in some cases, desirable to review individual cases when the maximum is reached. After review, the individual may or may not be permitted additional participation.

3. In many cases the school is quite well aware of what calls will be made on it. In such cases, it would be well for the school to plan in advance, contact such groups, and tell them the date for the performance.

4. Since we all have groups within our state such as the Art Teachers Association, Business Education Association, Mathematics Association, Music Educators Association, English Teachers Association, and others, most all being associated with a National organization, and this in turn with the NEA, we recommend that all contests, festivals, etc., be referred to them first for approval. They, in turn, will make their recommendation to the Representative Council who in due time will present an approved list of activities to all principals. The State Representative Council will designate the official state representative group or association. All these groups have high standards and objectives set for their teaching and probably no group is so well qualified to approve or disapprove activities pertaining to their respective fields.

Too often groups or organizations set up activities to take place within our schools to meet certain requirements for their group without sufficient thought being given to the educational objectives as set up by the schools. If we are going to take part in such activities, certainly, we should see to it that they meet our educational objectives and standards. The group or association will have had an opportunity to consider the activity in relation to its educational objectives, time required, rewards, and purpose with the objectives of their associations before making a recommendation.

Should this plan receive the approval of the Representative Council, the next step would be to attempt to secure the co-operation of all state associations in working out a plan whereby all requests for participation in co-curricular activities would be referred to the proper as-

sociation for action. At the same time, the plan would be sent to all district presidents for discussion and we hope acceptance in their district meeting. In this way it would reach all principals. Lastly a search will be made from every source possible for additional methods in use anywhere, for the control of excessive demands upon the student's time and energies.

Group X (Monday)—TOPIC: What Kind of Guidance and Counseling Services in the Small High School?

CHAIRMAN: *Everett A. McDonald, Jr.*, Superintendent of Schools, Westbury, New York

INTERROGATORS AND CONSULTANTS:

Chester R. Parker, Principal, High School, Eliot, Maine

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WHAT KIND OF GUIDANCE AND COUNSELING SERVICE
FOR THE SMALL HIGH SCHOOL?

MRS. FRANCES E. RUSHING

A SMALL school is not just a little "large school." It differs in many respects in addition to size. The youth living in an area served by a small school should be able to secure just as appropriate an education as those attending a large school. To provide less is to deny the equality of opportunity for our youth. A list¹ of the Imperative Needs of Youth as stated by the National Association of Secondary-School Principals is as follows:

1. All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupation.
2. All youth need to develop and maintain good health, physical fitness, and mental health.
3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation, and to have an understanding of the nations and peoples of the world.
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

¹ *Planning for American Youth*, Revised 1951, 64 pp. 50 cents.

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5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
7. All youth need opportunity to develop their capacities to appreciate beauty in literature, art, music, and nature.
8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.
9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, to be able to live and work co-operatively with others, and to grow in the moral and spiritual values of life.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

The school that tries to provide for these needs must have a knowledge of the present status of its students. The small school has many assets important for consideration when you think of guidance—teachers really know the students; students know their teachers; the school is usually closely knit in the civic as well as educational activities of the community; the school knows its community; the faculty is usually small and more interested in the welfare of the school and the community as a unit; and the school population is relatively stable.

In spite of the advantages mentioned that are favorable for the guidance services, there are limitations, particularly, money. Guidance services cannot be superimposed upon a school but must come through a process of gradual growth as an integral part of the school program. The organized specialized guidance services in Arkansas are only a few years old. A long range-plan has been made, for our director knows that guidance is a continuous process and our program must grow as it is needed. Hugh Lovette, our state director, is progressive. He is interested even in the least of his small school guidance programs. Most of our schools in Arkansas are considered small schools. This same director says: "No school is too small to have the services of the trained counselor. . . ." We consider five things very important in making a guidance program successful:

1. An administrator with leadership ability, courage, and faith in the program.
2. An interested and co-operative faculty
3. An enthusiastic and responsive student body
4. Sufficient available funds to provide for testing and other materials
5. A trained counselor.

WHAT GUIDANCE MEANS

Guidance has been defined in various ways for different purposes. I shall give Germane and Germane's definition: "Guidance is the discovery—studying the individual, his interests, his abilities, and his

personality. It is also a process of development—helping to create a situation which will *assist* the individual to realize his capabilities."

There are several assumptions upon which guidance is based. The small school is considered, as you will see, in the explanation of these assumptions. According to Hamrin, it was about 1900 that teachers discovered that attention should be given to *individual* differences. Up to that time all students were taught as equals—economically, emotionally, mentally. As a result, many fell by the wayside. Scientific writings began to appear and the expression "human equation" became popular about the same time.

We know today that individuals differ greatly—so do schools. There are colleges where the typical student is an average person and yet, there are colleges where the typical student is a remarkably superior person. Our high schools twenty years ago attracted the cream of the crop, while today (fortunately) our high schools attract the youth of all the people—average, superior, and very superior. If you understand a democracy, there are *no unimportant persons*. It took me quite a long time to realize that there are *no unimportant* people. From observation, it has become apparent to me that everyone is equally important to those who are immediate and near and dear to him. This whole question of importance is a relative matter, depending upon the extent of one's acquaintance.

Guidance is based on respect for the individual pupil, as a person. Thus in guidance, you are not concerned with some aspect of the pupil, but with the whole person in all of human relationships. Therefore, we must think of his work, his leisure time, his health, and his emotional and his social relationships. We must believe in *Growth*. We are, and our pupils are ever changing, ever moving. Guidance believes we can grow, but it depends on our interests, our personality, and our aptitudes. The counselor—or the guidance worker—tries to help the pupil discover these things.

Understanding the pupil is essential. Scientific devices are required to bring about this understanding. We, as educators, realize that guidance in our schools has always been a need, but a need *today* more than ever, for times have changed, schools have changed, and society has changed. In 1800, over fifty per cent of the wage earners were in agriculture. Today it is about fifteen per cent. There has been a shift of the population from the farms to town.

Training is required for different types of work today; for instance, my husband finished medical school in three years, did one year's practice under a doctor friend and then set up his own office in 1908. Later he was ambitious enough to study in Europe two years and take a great deal of specialized post-graduate work. Today, it takes at least six years, and, in specialized fields, it takes eight years or more, before a young man is allowed to practice medicine at all.

Industry is becoming specialized, as you well know. The trends in industry are ever changing and competition is keener. Schools have to meet this demand in education as well as give the fundamentals.

The personal touch is gone from our schools. Most high schools offer more than sixteen credits. My small high school offers forty-one full credits—a wide choice of subjects. It is necessary for a student to have someone help him select those subjects which will be of greatest value to him as an individual and as a member of society when he leaves high school. To do this one thing, a counselor must know the student well, scientifically and personally. Thus, I repeat, guidance has always been necessary but it is becoming increasingly more necessary.

MAJOR SERVICES OF GUIDANCE

The major services provided by the guidance program will be discussed generally. Specifically, they are as follows:

1. Providing a cumulative record for all pupils from preschool through high school
2. Administering the testing program, with the exception of achievement tests
3. Orienting students prior to junior high school, senior high school, and college entrance
4. Assisting with program planning those students in the eighth and ninth grades, the college preparatory students at all levels, and any student who feels dissatisfied or who wishes curricular adjustments to meet his needs
5. Providing occupations and educational information through classes in vocational planning at the ninth grade, and units on educational planning in the tenth and eleventh grades
6. Making individual counseling available at all levels for all students.

The true guidance director studies each student and the various areas of development of each individual. His study includes:

1. *Previous educational experience of the student*—education begins at birth—even those in kindergarten have had training. Once I interviewed a senior boy. He was determined to be an engineer. I checked his math record and found his grades were below average. I asked him how he liked math. "Not so hot," was his reply. I then asked if he had registered for physics and he said, "Yes." My next question was, "Do you like it?" "Not so much," was his reply. Then I turned to him and said, "Charles, if you do not like math and do not care for physics, why do you think you'd like engineering?" He looked rather surprised and then he smiled. Apparently for the first time he saw the relationship between his high-school education and his future training.

2. *Extra curricular activities and leisure activities of students can be an aid in understanding students.* Hobbies may give helpful information also.

3. *Social adjustment of a student may be discovered through the anecdotal record, observation, teacher reports, and through interviews.* Every teacher should realize that the happy relationship among her pupils is important, more important than any other single factor.

4. *Physical health is very important.* The teacher need not diagnose, but she must be concerned with the health of her pupils, as well as his adjustment to life's problems while in school or when he leaves school. The counselor is always ready to refer cases to the trained specialist; for instance, through the efforts of our local counselor and the work of our Lion's Club, we have had thirty-two children fitted with glasses at a minimum cost. Mental health is important. A pupil must be happy, he must have friends and he must enjoy his work. If these three points are positive, fine; but, if one is negative, more about the background of this child must be learned.

5. *The pupil's home and economic situation must be understood.* Recently, while visiting a little boy who had missed school several days, I found the reason. There was one chair on which I could sit in his home; his mother and father picked cotton all day and did not return home until after darkness. They do not have time to launder his clothes; he had only two shirts. However, they did have an electric refrigerator and six hound dogs. Sol met me at the door, when he saw me drive up to his house. He told me his mother thought he was in school and he asked me not to tell her that he had been missing. We talked together about thirty minutes the next day. Sol washed his extra shirt himself and wore it rough-dried to school. Everyday he comes by my office to say, *bello*—he has found out that teachers can be friendly and interested. He knows I like him. I did not tell his mother he had been absent and he has not missed a day since my visit. He came by and showed me his report card and a new collar for his dog, just last week. The autobiography is one means of gaining information about students other than home visits. Some pupils become so interested in their life story they really tell more than they realize. Much of this information must be kept in confidence.

6. *Knowing what pupils can't do is important, but knowing what they can do is more important.* Academic aptitude is not the only aptitude that should be considered. Think of the important and successful businessmen around your own town that did not show too much academic ability in school, but did have good personalities and good social relationships. They (perhaps by accident) discovered their capabilities and thus are happy men and good citizens. Questionnaires, records, observations, and interviews are techniques that might be used to find abilities. The wise use of tests and the sane interpretation of tests are fine contributions in searching out abilities, but it takes a trained person for this interpretation. Health, aptitude, emotional and social adjustment, interest—all can be measured to a degree today. Those

teachers really interested in humans will *measure* rather than guess certain information.

CHARACTERISTICS OF A GOOD PROGRAM

There are several characteristics of the guidance services important to the success of those services in the school. Guidance is a life-long process. Vocational guidance starts early in the elementary school—it also continues past the high school and college levels. Scientific testing clarifies different considerations worth while to the individual student when interpretation is given by the expert. Increasingly, we are recognizing the importance of all jobs, the street-cleaner being important as well as the educated engineer. *People* must be able to succeed to be happy. Finding the right vocation may mean this happiness. Do not think that I am trying to say that the guidance and counseling services are a "cure all" as some would have you believe. But it is an integral part of our education as it should be today.

General education and vocational education must blend. Work experience is an educative factor. Every individual needs a certain amount of general education to meet his common need. Too, each individual needs some kind of special education or specialized training. Interest and ability appear here. The consideration of *benefit* from different types of training should be considered before certain training is given to students.

Guidance helps bridge the gap between elementary school and high school, between high school and life—or college, if the pupil goes to college; for guidance is to aid a person think through his problems, his difficulties, and his relationships. Harmin says: "What we need is a new blend of the two kinds of education, general education and vocational education." Many great industries in our country are employing counselors or personnel workers. The managers want their employees understood; they want them to work where they are the happiest, for they know that a happy employee is the best employee. This should be true in our schools.

The guidance services to the high school may well be summed up in the following quotation from an unidentified author: "Greeting his pupils, the master said: 'What would you learn of me today?', and the reply came: 'How shall we care for our bodies? How shall we rear our children? How shall we work together? How shall we live with our fellow man? How shall we play? For what ends shall we live?' and the teacher pondered these words and . . . Sorrow was in his heart; for his own learning touched not these things." The trained counselor has had the necessary preparation to aid in solving those questions. Today, the guidance program tries to reach each individual student, doing a good job in helping to set him on his way as an important person in a democracy.

The guidance and counseling services provide a situation in which the individual student (person) is stimulated to evaluate himself and his opportunities, choose a feasible course of action, accept a responsibility for his choice, and initiate a course of action in line with his choice.

Guidance and counseling provide services to the administration by giving aid in curriculum development. Also, the program can give facts which should lead to thoughtful consideration and faculty work on the relationship of college preparatory subjects to the needs of the pupils, and to the needs of those youth who do not go to college. Too, the counselor may serve the administration in providing a liaison with the community.

Guidance and counseling services provide research services and assist in a community occupational survey; follow up services (graduates and drop-outs) gives information useful in evaluating the curriculum and the effectiveness of the guidance program.

The pupil's interests are the *concern* of guidance. Inventories and preference records help the individual to find in which general groups he might be interested—or it might start him to thinking along lines of his particular ability. We must be *interested* to achieve success in our life's work.

The interview with the student is important for planning or giving assistance in any problem that he might have. Getting his viewpoint and assisting him to see himself as he is, is a means of helping him. We, in Arkansas, feel that is the heart of the guidance program. The interview should be voluntary on the part of the student.

Assisting a father to get his fourteen year-old boy to go back to high school was one of my problems. The boy did not want to talk with me. He hid out when I made two visits to see him. Then, I picked him up one day on the highway—just an accidental meeting. I talked casually. Finally, he asked me, "You think I should be in school, don't you?"

I did not answer the question but asked him, "Paul D., what do you want to be when you are twenty-one years of age?"

"An air pilot," was the immediate answer.

"Paul D., lets go by my office and see what the requirements for an air-pilot might be."

"Okay, this is after school."

We went by the office. I showed Paul D. some books; we looked over the things that a pilot had to know, the training he had to have.

We took his folder from the file and looked over his record.

Paul D. finally said, "If I come back to school will I pass this year?"

I only smiled and said, "That's entirely up to you, but I'll help you all I can."

Paul D. is in school. He is slowly catching up in his work. He has made the junior high-school basketball team and has become quite a star. I do not know whether he will make an air-pilot, but I do know he is happier than he has ever been before while attending school. The busy classroom teacher today does not have the time—few have the inclination—to help students with their problems. The feeling between classroom teacher and student is seldom conducive to personal talks and guidance.

WHAT WE AS TRAINED PERSONNEL CAN DO

Trained personnel in the guidance field can do the following things in a democratic society:

1. Aid students to develop as persons. I asked my superintendent what education meant to him. He thought a moment and said, "Our education in America means helping people to become persons, for every individual is distinct." Later he added, "We can never tell how important a person may become."

2. We, as educators, must assist students to be co-operative and to become contributors, and we must encourage the appreciation of the human family.

3. We can remove the glamour of the so-called new jobs. We must help youngsters to learn to see that there are certain basic skills which are required for many kinds of work, and, once these skills are learned, they can be used for the new as well as for the old.

4. We can assist students to get a realistic picture of the world at work. I asked my vocational class (all boys) how much they thought they would be earning five years after high school graduation in the vocations they planned. The answer was amazing—for they ranged from \$50,000 for the boy who planned to study medicine to \$3.00 an hour for the boy who wanted to drive a *big truck*. The old fashioned physician gave much consideration to the whole person. Today, the doctor has worked more with the results of the laboratory technician. It is my belief that both future doctors and guidance workers will use the newer techniques but will again synthesize their findings into a consideration of the individual as a whole.

WHAT ONE COUNSELOR DOES

In 1946 the Executive Committee of the North Central Association of Colleges and Secondary Schools approved the appointment of a sub-committee on guidance, with the endorsement of the Commission on Secondary Schools, to study the guidance and counseling programs in the high schools of the NCA. The primary purposes of this study was to stimulate the further development and appraisal of the existing guidance and counseling programs in various schools. I would like to summarize a report on our school in Arkansas as an example of the small school guidance and counseling services:

The Laura Conner High School in Augusta, Arkansas, has a full-time guidance program that is supported financially by the state and the Federal government. The counselor maintains a record and guidance service for the benefit of all students and graduates. The total enrollment is 308 students. A professional library is maintained in the counselor's office for the benefit of all faculty members and the guidance committee. As guidance counselor, I perform the following services:

1. Counsel with individuals. Counseling may involve, ever in any one interview, some or all of the following problems:
 - a. Choice of a vocation or area of occupation
 - b. Program of training necessary to prepare for or lead to entry into chosen occupation or occupational area
 - c. Adjustment in the student's educational training plans
 - d. Adjustments in his occupational plans
 - e. Many related problems involving individual development, improvements, and adjustment in his physical, mental, and emotional growth.
2. Establish procedures that will result in providing an individual inventory for each pupil and will make this information accessible to all members of the school staff so that its use will provide a better understanding of the pupil and thus contribute to his individual needs.
3. Provide for the collection and dissemination of educational and occupational information.
4. Carry on placement work in co-operation with our Distributive Education program by assisting graduates, drop-outs, and part-time students in obtaining employment within range of their interests, abilities, and aptitudes directly or through other established agencies. Placement will include adjustment into the student's next phase of life activity.
5. Assist in making follow-up studies for the purpose of evaluating and improving the school curriculum, of assisting the pupils in modifying plans to solve old problems and adjust to new ones, and for purposes of evaluating the guidance program.
6. Provide leadership and assistance to the school staff in developing an adequate program. (Two factors have contributed to the growth of the total guidance movement—the interest in humans and the concern for the scientific approach.)
7. Give all students the *Kuder Interest Test* in the freshman year. I give aptitude tests in any subject for which a teacher may request such. I give an intelligence test in the freshman year. The junior class always takes the *ACE Psychological Test* near the middle or latter part of the junior year. Pupils are always interviewed and an educational plan is made out after careful consideration; often with parents in the private interview. Experienced men and women in different vocational fields talk to students on vocations. A shelf of college catalogues is accessible to all students, both in the central library and in the counselor's office. The pupils have access to a good vocational file, to books on vocations, and to a helpful librarian who is very interested in helping students find material.
8. Keep a comprehensive cumulative record which consists of a file containing the following data for each child in our school: date entering high school, attendance record for four years, and the date of graduation or "leaving." This record consists of:

- a. A personality trait card contains the following items: personal appearance (perhaps a school picture if available), dependability, honesty, co-operation, courtesy, punctuality, work habits, other habits. All traits marked *high*, *average*, *low* by three to five persons who know the student well
- b. An activity record for each of the years in high school
- c. An academic record with average grades, credits, and any comments made by a teacher of the subject matter
- d. A library reading record (book reports)
- e. A record showing jobs held during school or any other special information that would complete the background of the student
- f. A record of all tests, including achievement tests
- g. A record is made of his health, a little family history, and a vocational follow-up

Our accumulative record is an attempt to picture the student as he really is. We try to keep in touch with our students until they are situated in their life work. All counselors in Arkansas have training in psychology, mental hygiene, guidance, and work experience. They are community spirited and their community resources are always used in helping pupils to adjust to activities beyond high school. A planned scholarship program is usually well worked out. Conferences with potential scholarship material are important. All in all, the total philosophy of the guidance work and the guidance and counseling services have been built around the principles of human growth and development. Knute Rockne once was asked what system he used in football: "Every boy is different," he replied, "I study them; I find out all I can about them and then I try to build a system around each one, as an individual, so that he will be important and will do his part well as a member of the team."

It is not enough, however, in a democratic society to aid the individuals that we deal with to develop as persons. We must further assist them to develop as co-operators. The famous British poet, Kipling, put it like this: "Now this is the law of the jungle, and this rule runneth forward and back, that the strength of the pack is the wolf, and the strength of the wolf is the pack."

WHAT KIND OF GUIDANCE AND COUNSELING SERVICES IN THE SMALL HIGH SCHOOL?

GEORGE E. HILL

IF educational opportunities were equalized as they should be, our young people would have equally effective guidance services, regardless of the size of the high school they happened to attend. As things now stand, however, equality does not prevail. Generally speaking, the smaller high schools tend to lack adequate guidance services. The

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extent of this lack can be lessened. The complacency that exists in some quarters regarding the possibility of effective services in the small high school is unwarranted.

The thesis of this article is that the small high school, in planning and developing its guidance program, should capitalize on its strengths and try to minimize its weaknesses. While youth in the small school have many needs in common with their friends in the larger schools and while the essential services may be very similar in schools of all sizes, the strategy and organization of services must conform to conditions peculiar to the individual school—including this matter of enrollment. It is certain that there is little use describing the kinds of services we *ought* to have in the smaller high schools without considering the conditions under which these services *can* be had.

In the fall of 1949, the high-school principals of District 7 of the Ohio High-School Principals Association were invited to participate in a year's study and discussion of guidance problems. Guidance was chosen as the theme by the officers of the group. Staff members of Ohio University were asked to work with the group in planning the year's program. District 7 is comprised of five counties in southeastern Ohio, including Athens County in which the University is located. The forty-one high schools in this district are mostly small high schools. Twenty-three have fewer than 150 pupils; only four have more than 400 pupils in grades nine to twelve. Only eight are located in towns with more than 2,500 population. The area is, in general, somewhat disadvantaged economically. The schools are reasonably well staffed.

IMPRESSIONS FROM A STUDY OF GUIDANCE PRACTICES

This is not the place to describe in detail all that this group of high-school principals did in their year's study, but we would like to summarize some of our impressions regarding the problem of providing better guidance services in small high schools. These impressions have grown from the year's intensive study effort and from the subsequent two years of work with these same high schools on a consultative basis. Nine points will be emphasized:

1. Professional leadership from the principal is necessary if guidance services are to be improved. This, in our opinion, is the greatest single weak point in the small high schools. Inexperienced, overloaded, the typical small high-school principal in many sections has only the most sketchy training in guidance. He is often willing and anxious to improve his school's program, but he needs on-the-job help.

2. The teacher training institution can be of great service to local schools in upgrading their guidance services. This has certainly been our experience in southeastern Ohio. Requests for assistance outran our staff and time at Ohio University. We have also found these

off-campus field service opportunities of great help in providing practical training for our graduate students in guidance.

3. It is wise to begin a guidance emphasis in any school on the basis of the known needs of the pupils. In our Ohio District 7 project, we began by using a simple, 50-item "Pupil Opinion Poll" to canvass pupil reactions to school practices, their own needs, and their own plans. This short instrument, while locally built and having no special diagnostic value, usually will reveal serious lacks in the school's program of guidance services. Its results have proved of aid in convincing teachers, principals, and local school boards of the need for more attention to the real concerns of young people in planning educational improvements.

4. The teachers all must be in on the planning if it is ultimately to get anywhere. Our principals meetings became more and more staff meetings. The best work we are doing currently is in schools where the whole staff is involved. Leadership alone will not produce guidance services.

5. A good starting point for increased guidance service is in group work. While individual counseling service is difficult to develop in many small schools, a guidance course, or a re-vamped home-room program, or some other forms of group guidance is not nearly so difficult to staff. This is especially important in areas like ours where state aid is so vital and where it is necessary to be able to charge pupils against teacher load. However, these group efforts will fail if the teachers are left stranded without a good supply of teaching materials and without adequate help in working out a feasible group program.

6. The greatest asset, and often an untapped one, in all schools is the pupils. We have seen pupils take hold of problems with vigor and good sense. They should be on the all-school guidance committee. They should play a lead role in planning group activities. They should be depended upon to help evaluate the worth of guidance efforts.

7. We have learned to be patient. A good guidance program does not come in a hurry. If a staff will decide, each year, to carry through one slight improvement, this will produce much. One of the great problems is to get continuity of effort. Teachers and principals tend to have rather short tenure in the smaller schools; they move on to better jobs. This is a point at which continuing consultative relations with the University can help. Also, a formal, local guidance committee, that keeps minutes and records decisions can leave a record for others to follow. Having the local board of education and local service groups represented on this committee also tends to produce greater stability.

8. Counseling service is the greatest need in our schools, large and small. In spite of the common assumption that this service is provided in small schools simply because everyone knows each other, the pupils we polled in southeastern Ohio seem to deny the validity of

this assumption. Over half of them expressed the feeling that there was no one in their school with whom they felt like counseling on personal problems. We are convinced that the need for better counseling service is just as great in the small schools as in the large ones, and that it is much less often provided. We have also seen, where group guidance efforts have been increased, that requests for individual counseling also tend to increase. Group work is not a substitute for individual counseling. Actually, if group work is well done, the pressure for individual counseling will increase.

9. Finally, we are convinced that the instructional program is the source of many guidance problems, especially in the smaller high schools. Our opinion poll certainly suggested this. For example, in the smaller schools the pupils consistently expressed less satisfaction with their subjects than in the larger schools. Where records have been kept of the kinds of problems pupils bring in for help, a great many problems can be traced to inadequate course offerings, failure to adjust teaching to individual differences, and other instructional problems. In one of our schools, this year, a thorough-going curriculum study program is under way, inspired mainly by concerns that arose in studying the guidance problem.

KINDS OF SERVICES NEEDED

With this particular regional experience as a background, we would like to turn to a more general statement regarding services needed in our smaller high schools. Perhaps a good place to start would be to list the kinds of services usually needed in an adequate guidance program:

1. Individual inventory service, pupil study
2. Occupational and educational information service
3. Counseling services
4. Placement and follow-up services
5. Group activities aimed at orientation of pupils, group therapy, dissemination of information, training in discussion, etc.
6. Services to teachers
7. Research and evaluation

All these services are needed in high schools of all sizes. In the small high school, they cannot be set up all at one time, nor can they get the professional attention we might find in the large high school. What, then, can be done about them in the small school?

1. *Individual inventory service.* A good place to start is for the staff to examine its present testing and record program from the standpoint of how well it serves pupil needs—in teaching as well as in counseling. A minimum testing program can be organized which takes into account the basic facts needed about pupils from first grade through twelfth. Time and money can be saved by getting away from the sporadic testing efforts so common in some small schools. This planned twelve-grade program need not cost much.

Less attention should be given to getting pupil information transcribed onto printed folders and more should be given to getting information into the hands of the teachers. A good plan is to code about a dozen basic facts, place the appropriate code symbols across a page for each child enrolled, and set up this information class by class. Thus each teacher is given a class record of basic data on all the pupils in each class. A plain manila folder for each pupil can then be used to deposit test answer sheets, anecdotal records and other data, rather than spending tedious, wasteful hours copying data on a form.

In some schools it is hard to keep folders accessible to teachers but not open to pupils. One simple solution is to have each home-room teacher keep the folders for her own home-room pupils. This requires a file drawer in a desk that can be locked. Another plan is to have strong, locked file cabinet in the principal's office, with each teacher in possession of a key. This testing and filing program may well be placed in the hands of one of the teachers who is interested and has had some training in measurements. In fact, each of several services: can be headed up by one teacher.

2. *Occupational and educational information service.* If there is a school library and a part-time librarian, this is the place to centralize the information materials. A few dollars invested wisely will yield much. *The Occupational Outlook Handbook*¹ might well be in each home room. At least a copy should be in the library. Catalogs of free and near-free materials can be combed to collect the available materials that can be obtained at least cost. If a service like the *Occupational Index*² is subscribed to it will not be difficult to keep this type of material up to date.

Standard guidance publishers can be the source of some of the occupational monographs needed to fill in the gaps and to meet special needs of pupils. A very adequate library has been set up in some small schools for as little as \$50. It is a good plan to canvass the student body regarding the occupational areas they would like covered in the library. This is good strategy in getting the materials used and also improves the selection. A few standard textbooks for occupations courses might be secured, especially as an aid to teachers in building occupational units for their various courses. A most useful little booklet³ that can help in this connection is available from one of the commercial guidance publishers.

There are many things that can be done in the small high school to get pupils to use the available information. Assembly programs put on by groups of pupils interested in a given job family can be arranged. Career conferences and career days stimulate interest in oc-

¹Bureau of Labor Statistics, U. S. Dept. of Labor. *Occupational Outlook Handbook* Bul. 998, 1951. Washington, 25, D. C.: U. S. Govt. Printing Office (\$3.00).

²*Occupational Index*, Peapack, New Jersey: Personnel Services, Inc.

³*Suggestions to the Teacher of Occupations*, Guidance Publications, Box 89, Niagara Square Station, Buffalo, 1, New York.

cupational and educational materials. Representatives of colleges, universities, and other post-high-school educational institutions can be brought in for group conferences. Local representatives of the various occupations can be invited to meet with classes or to participate in assemblies. Art classes can make posters for displaying occupational information. Pupils can make tours of establishments of various sorts and interview workers on the job.

Probably nothing stimulates interest more than the local community opportunities survey. This survey, in the small community, need not be elaborate. It can be done largely by the students. The operation of such a survey is fully described in various guidance books.⁴

3. *Counseling services.* As previously stated, it is dangerous to assume that there is adequate counseling provided just because the school is small. Most small schools need at least one staff member, in addition to the principal, who can have a few hours a week free to talk with individual pupils. This person can be freed from teaching a few periods in several ways: (a) by a long-range alternation of courses; (b) by gradually placing study-hall management in the hands of the pupils; (c) by several nearby schools joining together to hire a counselor; (d) by building sufficient community interest eventually to get the money for an additional staff member.

At the outset, it is probably best to have certain groups of pupils scheduled for conferences with the counselor. The first group might well be the new pupils. However, from the outset every effort should be made to establish the counseling on the basis of referrals by other staff members and on the basis of voluntary appointments made by the pupils. In the long run, any attempt to "cover" the whole student body with brief interviews will waste much time. What is worse, it will develop the idea that one sees the counselor only when one is sent for or is scheduled on a routine basis.

The counselor should be given an attractive, private office, at least for his scheduled counseling hours. Classrooms, store rooms, and other public places are an invitation to failure. An ideal arrangement is a small office adjacent to the library of occupational and educational information.

The part-time counselor, with the help of the guidance committee should work out means of evaluating the counseling service. This should start very soon after the counseling service is established. Periodic canvass of the students who have been counseled to get their anonymous reactions is very desirable.

4. *Placement and follow-up services.* Placement service is usually not regarded as necessary, in an organized sense, in the small high school. However, this should not be assumed until the school has made a thorough follow-up study to determine what its former stu-

⁴For example see: Erickson, C. E. (Ed.) *A Basic Text for Guidance Workers*. New York: Prentice-Hall Inc., 1947. Chapter 13.

dents and graduates are doing, how they feel about their school experiences, and what their present needs are. This type of study should be planned on a regular periodic basis and should enlist the help of currently enrolled pupils.⁵

5. *Group activities.* A whole guidance program cannot be built upon group activities. But the small high school may well make the most of these. Probably the most common, and potentially the most helpful of the group efforts, is the home room. Unfortunately many small high schools use the home room only for the barest routine purposes. If it is a matter of time for the home room, this is not hard to find. Usually it is more a matter of finding a good plan for home-room programs, of keeping the groups moving effectively, and of keeping the teachers convinced that the home room can be more than just a chore. If there is not enough time for local planning of home-room programs, the school might well subscribe to one of the ready-made program services. Several of the commercial publishers provide excellent materials.⁶

The course in occupations is another possible addition to the school's offerings. Placed in the ninth or tenth grade, this course can do much to provide occupational orientation, stimulate interest in occupations, and provide a pupil forum and a group situation for testing purposes.

The career conference and career day are popular and effective in many small high schools. Career days on a county-wide basis have proven successful. Guidance literature is full of good material on the career conference plan. One especially helpful book on this and other aspects of the program in small schools is the recent Froehlich book.⁷ The serious student of group work should also study the book devoted entirely to this matter by Hoppock.⁸

One very effective way to supplement the work of the small school is the use of films and other audio-visual aids. Investment in one of the free film catalogs⁹ should be seriously considered. Full use should also be made of the state and university film services. The possibility of vocational guidance by television seems not too remote.¹⁰

⁵Of special help is *The Occupational Follow-up and Adjustment Service Plan*. Washington, D. C.: The Natl. Assn. of Secondary-School Principals, 1940.

⁶For example: Science Research Associates, 57 West Grand Avenue, Chicago, 10, Ill.; Bellman Publishing Co., 83 Newbury St., Boston, 16, Mass.; Guidance Publications, Box 89, Niagra Sq. Station, Buffalo, 1, N. Y.; National Forum, Inc., 407 S. Dearborn St., Chicago, 5, Illinois; and International Textbook Co., Scranton, Pennsylvania.

⁷Froehlich, Clifford P. *Guidance Services in Smaller Schools*. New York: McGraw-Hill Book Co., 1950.

⁸Hoppock, Robert. *Group Guidance, Principles, Techniques, and Evaluation*. New York: McGraw-Hill Book Co., 1949.

⁹Such as *Educators Guide to Free Films*, 1951, 11th Edition, Randolph, Wisconsin: Educators Progress Service. The same publisher publishes other catalogs of free and near free materials.

¹⁰Baer, Max F. "Vocational Guidance on Television," *Occupations* Vol. 29, May, 1951, pp. 599-602.

6. *Services to teachers.* We have already mentioned helping teachers by placing information regarding their pupils in their hands in usable form. Teachers also need help in becoming better teachers and counselors. They need help in building occupational units for their courses, in keeping informed on developments in the occupations related to their subject fields, in finding useful supplementary materials for teaching, and in many other ways. Nearby colleges or universities will often set up workshops or extension courses for the staffs of a group of schools. Consultants can be secured from the same institutions, from city schools, from the state department of education and even from some of the publishing houses. These consultants can assist in setting up study programs in the local school, in advising on selection of materials and tests, and in developing research projects.

One of the most useful devices, in our experience, has been the local case-conference. This involves bringing together all persons concerned with a given pupil, usually a pupil who is in trouble. Ideas regarding the pupil are exchanged, tests and records examined, and remedial efforts planned. These conferences have proved of great help as an in-service training plan.

The principal and school board should not overlook the possibility of relieving teachers of sub-professional routine duties so that they may have more time for these professional activities.

7. *Research and evaluation.* Research in the small school will be action research, the kind that serves an immediate practical purpose. It needs to be planned with care and with long-range values in mind. What is needed is a plan, not just sporadic studies. Such a plan might run something like this:

- a. Follow-up study of former students and graduates. (Those out two years should be checked annually. Other groups, out longer, may be checked on a staggered time schedule.)
- b. Survey of student body now enrolled to determine outside activities, work experiences, current occupational plans, reactions to counseling service, etc. (Annual, late fall is a good time.)
- c. Special follow-up of graduates enrolled in schools and colleges. (Annual, timing depends somewhat on initiative of the colleges.)
- d. Community opportunities survey (Can be kept up-to-date continuously if done once with care and thoroughness).

This minimum research and study program could be enriched by running a cumulative summary of data gathered through the testing program to check changes in the student population. Also, records may well be kept in standard form on school leavers so as to help evaluate the school's efforts over a period of time!

Once a year the staff might well use the North Central Association's form¹¹ for rating the various aspects of the guidance program.

¹¹See: "Characteristics of a High School Guidance and Counseling Program," *North Central Association Quarterly*, Vol. 22, Oct. 1947, pp. 219-247; "Report of the Self-study Survey of Guidance Practices in N.C.A. High Schools for the School Year

The guidance committee could have charge of this and conduct a staff meeting on the results. Once in five or six years a thorough, all-school evaluation could be conducted with the use of either the Co-operative Study of Secondary-School Standards¹² forms or those published by the U. S. Office of Education.¹³

CONCLUSION

In developing guidance services the small high school has certain definite assets:

It has its pupils. They can do much to help in developing, operating, evaluating guidance services.

It has a fairly compact and often quite homogeneous community, interested in its children, and anxious to provide the best they can for them.

It has its staff, usually young and inexperienced, but closer to youth, still willing to learn, open to ideas, and responsive to leadership.

It has the interest and help of teacher training institutions. The colleges and universities know that their students begin their careers in small schools. They are anxious and willing to be of help. The only need to be asked.

It has the interest and help of other schools. Through the district principals groups, the leader in the small school can get much help, if he seeks it.

It has the interest and assistance of the state department of education, especially its guidance services section.

It has the help of a rich literature on guidance, a growing volume of films and other aids to teaching, and the valuable assistance of several publishing houses which specialize in guidance materials.

In making use of these resources, the small school staff may well:

Depend heavily upon the teacher-pupil-principal guidance committee to formulate policy, plan activities, and allocate responsibilities.

Assign one teacher to direct each of three major services—pupil inventory, counseling, and occupational-educational information.

Make fullest possible use of group activities—home room, occupations course, career conferences, assemblies, field trips, etc.

Co-operate with nearby schools—in providing counseling service, conducting careers days, setting up in-service training, and the like.

Emphasize community co-operation, especially from the school board. This will offset somewhat staff turn-over.

Get all the help it can from state department, university, principals association, state teachers association, and other groups. If there is a branch of the National Vocational Guidance Association not too distant, this is an additional group with which the principal and some teachers will want to identify themselves.

The small high school can have an effective, growing guidance program. Far from being hopelessly disadvantaged, its weaknesses can, to some degree at least, be offset by intelligent planning.

1947-48," *N.C.A. Quarterly*, Vol. 23, Jan. 1949, pp. 276-303; "Extended or Potential Optimum Guidance Practices in Small, Medium and Large North Central High Schools, 1948-49," *N.C.A. Quarterly*, Vol. 24, October 1949, pp. 174-248.

¹²*Evaluative Criteria, 1950 Edition*, Washington, 6, D. C.: The Co-operative Study of Secondary-School Standards, 1950.

¹³*Occupational Information and Guidance Service. Criteria for Evaluating Guidance Programs in Secondary Schools*, Washington, D. C.: F.S.A. Office of Education, Form B, Misc. 3317, 1949.

Group XI (Monday)—TOPIC: How May Democratic Administration Be Achieved?

CHAIRMAN: *Neal Duncan*, Principal, Crane Technical High School, Chicago, Illinois

INTERROGATORS AND CONSULTANTS:

George L. Campbell, Principal, Mary A. Cunningham Junior High School, Milton, Massachusetts*W. Joe Scott*, Principal, Bass High School, Atlanta, Georgia

HOW MAY DEMOCRATIC ADMINISTRATION BE ACHIEVED?

HOWARD G. SPALDING

THE THEORY of democratic administration runs far ahead of practice. There are few principals who are unable to state clearly and in detail the elements of a democratic philosophy of administration. There are fewer still who claim to prefer to administer their schools by autocratic methods. In theory and in professed philosophy we are all good democrats.

Yet practice in our schools by principals, teachers, and pupils is often anything but democratic. The habit of doing things in accustomed ways, the need for quick decisions, lack of skill in the use of democratic methods, and, even at times, lack of conviction that the democratic way will, in a specific instance, yield the best results—all combine to cause the practice of democracy to lag behind our acceptance of the principles of democracy.

Our problem as administrators is primarily that of finding democratic methods that work and of promoting the use of these methods in our schools. We can move toward more democratic school administration by getting people gradually, and in small ways, to think differently and act differently. Benjamin Franklin, who has usually been credited with more than his share of wisdom and sagacity, once said, "Progress results from the accumulation of minute advantages." So it is in our schools.

What are some of the steps that we need to take to make the administration of our schools more democratic? At the risk of oversimplifying the problem, let us consider ten things that we can do.

First, We can strengthen our convictions regarding the virtues of democratic methods.

Conviction comes through experience. If we reflect upon it, our experience will teach us that most people want to do right most of the time, although they often fail to do as well as we wish they would; that they differ widely in ability, ambition, and spirit; that regardless

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of their talents and intentions, they are most likely to do best and grow most when they have responsibility and a reasonable degree of freedom of action; that change in any human institution is slow, but usually possible; that this change must come largely as a result of education; that all who have a legitimate interest in change should help to decide the direction it will take; that the combined judgment of a group is likely to be better than the judgment of any individual in the group; that the least a leader can do is not to hinder the people with whom he works and that the best he can do is to help them. Beliefs such as these, heightened through experience to the level of conviction, are the necessary foundation upon which any efforts to democratize administration must rest.

We need to put these beliefs to the test in dealing with all sorts of problems and to encourage our teachers and pupils to do likewise so that, through experience, we can strengthen our conviction that the democratic approach to the solution of our problems is the best approach.

Second, we can cultivate good personal relationships with those with whom we work.

On several occasions groups of experienced teachers have been asked the question, "What is the most important single factor influencing your morale on the job?" In every instance the response has been the same, "My relations with my principal."

Some principals are well endowed by nature with what the Spanish refer to as "Don de gentes"—"The gift of people." Most of us have to acquire that gift through the years by working hard at the job of improving our tact, increasing our consideration for those around us, developing our insight into the motives to which individuals respond, and improving our skill in appealing to those motives. There are scores of books, many of them in the field of business and industrial management, which give good suggestions for improving our relations with others. We would do well to study them. But the most important factors in securing improvement are conviction of the importance of developing our skill in dealing with people and formation of the habit of reflecting our successes and failures.

Although our greatest responsibility in this area is that of maintaining relations with our colleagues which will make it possible for them to do their best work, our responsibility as principals goes far beyond this. We have to work actively to improve the personal relations among teachers, pupils, and parents. Often we must play the role of arbitrator (or even that of referee!). Sometimes we must be the disciplinarian and insist upon at least a decent minimum of co-operation between people who dislike each other. Occasionally we must serve as conciliator among individuals holding conflicting views. Often we have the opportunity to build good will by promoting mutual appreciation among the individuals and groups with which we work. From time to time we can encourage teachers, pupils, and parents to study problems of personal relations in a somewhat systematic way. In

these and many other ways we can promote the growth of friendly personal relations without which democratic administration is impossible.

Third, we can help the people with whom we work to obtain the information they need to identify and solve their problems.

Thomas Jefferson once said, "The leader in a democracy must inform the people and be responsive to their will." In our schools, as in our larger democracy, progress is only as sound as the information on which it is based. Since progress comes through education and since education must be based on facts, we should seek to determine as accurately as possible the facts regarding any problem with which we are concerned.

To determine the facts, simple fact-finding studies will often need to be conducted. Whether the problem is one of teacher load, the possible advantages of a general organization ticket, or what biological terminology should be taught, the starting point is the determination of facts.

The methods used in determining the facts are fully as important as the facts themselves. The more teachers, pupils, and parents are involved in the fact-finding process the greater will be their interest in the problem and their understanding of the issues involved. So most fact-finding should be done by committees with the principal making his main contribution by helping the committees to decide what they want to know, how they want to find it, and, in the end, what may be the significance of what has been discovered.

Fourth, we can provide opportunity for free and thorough discussion of, and decision upon, problems by all who have a legitimate interest in them.

Perhaps the most common error in solving problems by democratic methods is that of hurrying the decision. It takes time, often considerable time, for a group of people to understand all of the possible courses of action and their relative advantages. Firm decisions, decisions that people will be willing to live with, can only be made after careful deliberation. We can help to guide the deliberative process by working with committee chairmen as they prepare their reports to see that all aspects of the problem have been considered, by encouraging free and full discussion in all meetings, by providing written summaries of deliberations in which the issues and the supporting arguments are clearly presented and by sometimes delaying decisions that, if hastily made, might be regretted.

One good device for insuring careful deliberation and at the same time involving interested people in making decisions is the voluntary conference. This device has been used quite often in our school. Recently we needed to determine policies and procedures with regard to a Regents' recommendation that a simple prayer by pupils should be a part of the daily program of each school in the state. The Regents' recommendation, the policy of our Board, and some of the issues in-

volved were presented at a general faculty meeting. After a brief discussion it was decided to hold a voluntary conference at which a detailed plan would be developed. About one fourth of the teachers attended, with representatives from each of the three major faiths. After an hour's discussion a program of action was outlined. This was submitted to all teachers for criticism and with minor modifications was adopted at a later faculty meeting.

It is probably better to have a few vitally interested people working on a problem than a larger number whose interest is less intense. The voluntary approach insures that those who work on a problem are interested in it. Since interests vary the composition of voluntary groups will vary also, but every member of the faculty will know that he can participate whenever he wants to.

The process of discussion and decision often fails because we fail to involve in it all who have a legitimate interest in the problem under consideration. Although many schools have made marked progress in recent years in bringing teachers, pupils, and parents into the solution of school problems we often leave some people out who ought to be brought in. Determination of policy by full co-operation of all interested groups should become our standard operating procedure.

Fifth, we can arrange for widespread sharing of responsibility and for a corresponding delegation of authority.

In every school responsibility and authority are shared by the principal, teachers, and pupils. The questions we need to ask ourselves here are: "How much responsibility is shared?" and "How is it shared?"

During the evaluation of one large high school several years ago the principal remarked, "There is not a single job in this school for which I am solely responsible." While he probably overstated the case, the principal had delegated responsibilities so completely that his job was almost exclusively that of supervisor and co-ordinator.

Many schools have demonstrated that pupils and teachers can successfully assume responsibilities far more important than those usually assigned to them. What these schools have done others should try to do. We all need to study our schools to see if there are higher levels of responsibilities that can be delegated to pupils and to teachers.

The *how* of sharing should provide for the largest possible amount of voluntary action. While it is true that people will sometimes volunteer for jobs that they can not do well, it is much more true that the volunteer spirit is the source of much of the best work done in our schools.

We will always do well to give people an opportunity to volunteer and to express special appreciation to those who do so. We will also do well as a standard practice to consult the preferences of all members of our staff as to their assignments and working conditions and to honor these preferences whenever it is possible to do so. While we will always have to do some persuading of the reluctant, much is

gained and nothing lost by cultivating the volunteer spirit, which, it might be observed in passing, seems to be vanishing from the educational scene in some of our larger cities.

Sixth, we can give recognition for work well done and develop means for insuring that such recognition will be given by others.

Sanderson, of Oundle, the great English headmaster, used to say, "The first duty of a headmaster is to go about and watch the good work go on." Those of us who administer large schools know how difficult it is to find the time to go about and see the good things that are going on. Our schools are far larger and more complex than Sanderson's and they travel at a dynamic American, rather than a leisurely English, pace. Yet we must find time to discover the good and commend it by personal word, written note, or indirectly through others. And we need to do it more systematically than we usually have done. Some teachers, whose work is not showy or perhaps is not really excellent, may be passed by. Yet commendation may bring an even greater response from such teachers than from those who have received more recognition.

Recently, a teacher remarked, "I've been in this school seventeen years and this is the first time I've ever received a written commendation from anybody." And a department head made the comment, "This is my twenty-fifth year in this school and it is the second time I have been on the platform in assembly." Such comments indicate a very great backed-up demand for recognition which certainly should be met.

But commendation from the principal is often less desired by teachers than recognition by other teachers. We need to build a spirit which will lead teachers to give generous recognition to their colleagues for their professional services.

Often merely raising this problem with a faculty goes far toward solving it, but more systematized means for insuring group recognition should be explored. A "teacher of the month" award with an appropriate statement of commendation made by a committee of teachers might in some schools be effective. A twenty-year club for teachers of long tenure, similar to the Telephone Pioneers of the Bell System, might help to improve the morale of teachers. Social functions honoring teachers who have given exceptional service to the school are still another means by which recognition can be given.

We need to know much more about the kinds of recognition that mean most to our teachers. We need to remove the feeling that so many of them have that they are not appreciated. We need to do all that we can to show them that they are, as many studies have indicated, members of a highly respected profession. While the salary problem is a pressing one and we as principals are not primarily responsible for solving it, we should not allow ourselves to excuse poor morale by observing, "if salaries were only better. . . ." We should remember that studies of job-satisfaction in industry have repeatedly shown that the level of compensation is by no means the most important factor in determining morale.

Seventh, we can provide channels through which complaints can receive prompt and thorough consideration.

In every organization some friction is bound to occur. Real and fancied grievances develop. The late Secretary Forrestal once wrote, "Eighty per cent of business administration is the adjustment of differences between people. In government it is ninety per cent." We have all had the experience of discovering that one of our teachers had been harboring for years a grievance of which we had been totally unaware. Unless such grievances are brought to light and corrective action is taken, the adverse effect upon morale can be very severe.

We can encourage teachers to make their complaints known to us. By prompt action when they do, we can build confidence in our desire and ability to set things right when they are wrong. But sometimes, especially in schools where teacher-administration relationships have in the past been strained, some formalized means for securing attention to grievances may be needed. One school has a "Grouch Box" in which teachers can deposit notes, signed or unsigned, expressing their gripes. Many schools have found a teacher-interests committee most helpful. Such a committee can often perform a useful function in passing upon the reasonableness of complaints and can itself adjust many petty or unfounded complaints. If successful, such a committee can pass from the merely negative function of serving as a safety valve for faculty emotionalism to a positive and constructive function in the induction of new teachers, the promotion of morale-building social and recreational activities, and the improvement of general understanding and good will between the principal and his staff.

Eighth, we can improve communication throughout the school.

The larger the school, the greater is the difficulty of keeping everyone informed as to what is happening and what is about to happen. We should use all of the standard means for communication—personal and group conferences, departmental and committee meetings, general faculty meetings, announcements over the public address system, daily, weekly and special bulletins, demonstrations, displays, and news reports—to keep people informed and to disseminate ideas.

Equally important, we should seek ways for getting the ideas and suggestions and plans of teachers, pupils and parents. Many industrial companies pay liberally for suggestions. While the only coin we can use to compensate for good suggestions is appreciation, we can use that. We can require brief planning and progress reports from committees and organizations. We can sit down with individuals and groups to listen more than to talk.

The problem of communication is one to which most of us have given too little thought. We need to find better ways for getting and giving information and ideas so that every pupil and teacher will know what is going on in the school, will understand the goals toward which the work of the school is being directed, and will feel that he has a part in achieving those goals.

Ninth, we can promote and improve the use of democratic methods.

There are many techniques and methods for conducting business in a democratic way, some of which are not generally used. We can, if necessary, devote some time to improvement of the use of parliamentary procedures. We can study with our teachers and pupils the ways groups can be effectively organized and the best means for conducting group discussions. We can give some attention to the characteristics, functions, and methods of a good leader. We can lead them to consider how well they are succeeding in operating as a democratic group, how wide is the scope of their freedom, how responsible they are in exercising that freedom, how thoroughly the majority respects the rights of the minority and how loyally the minority supports majority decisions.

On the pupil level, a number of schools have found a leadership training course in which pupils are taught in a practical way how to conduct their affairs in a democratic manner to have great value. We have had enough experience with such a course to become convinced of its good influence in our school.

Tenth, we can discipline disruptive elements.

A healthy democracy is a well disciplined, and very largely self-disciplined, society. But discipline, a sense of order and of purpose, there must be if a democratic organization is to function effectively. The rights of a member of a democratic group do not include the right to disrupt the organization.

The point where freedom of speech and of action become license is difficult to determine, but the test is clear. Any action taken for the purpose of improving the school as a democratic group is within the bounds of freedom. Any action taken for disruptive purposes is not.

Since there is always the danger that motives may be misunderstood and that a person who is sincerely trying to act in the interests of the school will not appear to be doing so, we need to be very sure that disruptive intentions exist before disciplinary action is taken. We should make a sincere effort to get the point of view of the person concerned, making full allowance for personal eccentricities. We should check our judgments with those of respected members of the faculty. We should attempt by persuasion, caution and reproof to secure a correction of the disruptive conduct and, when feasible, enlist the aid of other members of the staff in securing a correction. When these and similar means have failed disciplinary action must be taken.

Whenever such action becomes necessary we may be charged with being undemocratic. However, until the professional standards of teachers are developed to the point where those who violate professional ethics are disciplined by their peers, administrators must assume this responsibility. Fortunately, the occasions where such action is necessary are very rare.

The principal who tries to extend the area of democracy in his school will have moments when he will wonder if the goal is worth the

effort needed to attain it. But that the goal is worth achieving he can never allow himself to doubt. As a nation we urgently need stronger conviction that, through the processes of democracy, the tremendous power of our society can be directed for the good of all. We need, widely diffused, the knowledge of democratic methods so that our people can, as free and self-disciplined citizens, work out the solution of their problems together. Our schools must give this conviction and this knowledge.

The principal who succeeds in making his school a more effective instrument of democracy will find in the achievement its own reward. He will ask for no other.

However, he may eventually have the satisfaction of knowing that he has in some measure qualified as a leader according to the definition of Lao-tse, the Chinese sage, who wrote:

A leader is best
When people barely know that he exists,
Not so good when people acclaim him,
Worst when they despise him.
But of a good leader, who talks little,
When his work is done, his aim fulfilled,
They will all say, "We did this ourselves."

HOW MAY DEMOCRATIC ADMINISTRATION BE ACHIEVED?

R. C. GUY

THE TOPIC "How May Democratic School Administration Be Achieved?" brings me face to face with two propositions. The first is that democratic school administration is desirable and that point I most enthusiastically concede. The second point, that democratic school administration may be achieved, I question. However, there are some practices used in schools that have considerable value in making progress toward a more democratic functioning of our educational institutions.

I presume that it would be possible to write a book on the topic and still not exhaust the field. Naturally time does not then permit me to explore all possibilities. I shall then limit my discussion to several practices that tend to develop democratic school administration.

THE PRINCIPAL

The late Dean Cubberley at one time wrote, "As is the principal so is the school." This is as true in applying to the development of democratic administration as elsewhere.

I believe that it is usually true that the legal responsibility for the school is vested in the principalship. It consequently follows that

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he must then weigh all decisions regarding policies for teachers and students in this light. This may also give the principal considerable prestige and confidence as he faces his problems.

One of the most important assets that the principal can have is approachability. This is gained not only by his personality but also by the mechanics of office procedure. Teachers and students, alike, are impressed and have confidence when they feel that the "open door" policy is in effect. If the physical arrangement of the office is so arranged that the principal can exchange greetings with the faculty as they arrive in the general office of a morning a more friendly relationship will be established.

Another important characteristic of a democratic principal is his philosophy of education. He must early in his professional career adopt such a philosophy and be able to interpret it to the faculty members and others. This will give all personnel a common goal toward which they can work. This blueprint will help develop confidence which is the foundation of democratic action. Many administrative failures come from a lack of realization of common goals.

The principal must have skill in bringing ideas and resources to the school. The democratic school will have teachers seeking the principal and other supervisors for help in solving their difficulties.

It is most important for the principal to bring dignity, friendliness, and professional ability to the school under his supervision.

In the remainder of my time I wish to discuss briefly the advisory committee, the teacher conference, and the custodial staff meeting and their value in developing a democratic school administration. I have arbitrarily selected these three, not because of their recency or importance, but rather because they appeal to me personally. By the use of these three qualities it is possible to create an atmosphere in which all may contribute their best thinking. The biggest problem is to discover ways of working co-operatively within the staff.

THE ADVISORY COMMITTEE

I am not sure that the name "advisory" is a good choice for this committee but it is the one I use at the present time. The committee is composed of the following personnel: (1) The vice-principal, (2) the secretary, (3) the boys and girls counselors, (4) four teachers elected by the faculty. Regularly scheduled meetings are held on the first Wednesday of each month from 3:30 to 5:00 o'clock.

The committee acts as a sounding board for new policies or regulations which are about to be inaugurated; furnishes an opportunity for teachers to initiate suggestions for the improvement of the school; provides for frank discussion on controversial issues. The agenda for each meeting is decided upon by soliciting teachers for items to be discussed. These items are then listed and returned to members of the committee. This gives them a chance to do some thinking about the

matters before-hand as well as contacting other teachers to get their opinions.

This committee has been most enthusiastically received. It has proved of value to the entire school as well as the principal. I feel that it is a part of democratic school administration.

TEACHER-PRINCIPAL CONFERENCE

The possibilities of individual conferences with teachers should not be over-looked as a tool of implementing democratic school administration. It is the one time when discussion is on a person-to-person basis. Much of the success of an administrator depends upon the skill he develops in the conference technique.

It should be understood in the beginning that the conference will produce co-operative planning and is not a device to impose the will of the principal upon a teacher. Important points to observe in the conference are:

1. It should have definite purpose.
2. Careful planning should precede the conference.
3. Purpose of the conference should be clear to each party.
4. Should be scheduled at a time when neither party will be hurried.
5. It should be held in a place where there is no interruption and under conditions that will cause the teacher to feel at ease.
6. The conversation should be informal.
7. The conference should, if possible, end with a definite conclusion.
8. It is well to review the points discussed.

Following the discussion of the main items of the conference the principal should endeavor to terminate the conversation with a pleasant, friendly atmosphere prevailing. With all teachers it is possible to find something which you can commend.

In matters where the principal may have to criticize, he must be firm, kindly, and just. The teacher must always be permitted to give an explanation and, if possible, helped to work out a solution for her specific problem. The ability to help the teacher help herself is a skill that is the work of a good administrator.

THE CUSTODIAL STAFF MEETING

The members of the custodial staff are very important to the smooth operation of the school. It is easy to over-look the part that they play and consider them as just "janitors." When we stop to consider the part of cleanliness, proper temperature, lighting, etc., in relation to the learning process, it is easy to understand that custodians should be considered in the democratic school.

The confidence of the custodian is an asset to be treasured by the principal. It can be gained by allowing him to have a part in the planning for maintenance, repair, remodeling, and other problems which arise within his department.

Regular meetings should be scheduled with custodians, preferably at a time when it will not interfere with their assigned duties. At these meetings help them outline their work in such a way to increase their efficiency.

In association with these men strive to point out the importance of their services as much as possible. Encourage suggestions for improvement of the maintenance services. If new equipment is to be put in operation, allow them some part in evaluating the pre-purchase demonstrations.

Help them to become better custodians by providing in-service training by way of short courses which may be obtained from the State Board for Vocational Training. An investment in co-operative planning with school custodians pays good interest, not only to the administrator but to the entire school.

In concluding my remarks to you, I would like to return again to my original theme, "As the principal so goes the school." The one big asset needed by the principal is the courage to take the first step. The courage to begin and a desire to work co-operatively with people will go a long way toward achieving democratic school administration.

Group XII (Monday)—TOPIC: How to Make and Utilize Follow-up Studies of School Leavers?

CHAIRMAN: *B. B. Herr*, Principal, John Piersol McCaskey High School, Lancaster, Pennsylvania

INTERROGATORS AND CONSULTANTS:

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HOW TO MAKE AND UTILIZE FOLLOW-UP STUDIES OF SCHOOL LEAVERS?

RUDOLPH F. SANDO

RESearch in any field goes through an apparently unrewarding period, during which little progress is made toward securing the answers. But gradually the pieces fall into place, and the picture becomes clear. This process is noticeable in research on school drop-outs, which has gone through a number of phases during the past fifty years. Along the way, each type of investigation has contributed further information on the problem.

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RESEARCH ON DROP-OUTS

Early research on drop-outs from our secondary schools commenced around the beginning of the twentieth century and was largely a count of the number who were leaving school early. This type of basic research has continued down to the present time. A survey of this early literature shows that fifty years ago our high schools were graduating about ten per cent of the total high-school population, while by 1950 they were graduating slightly more than fifty per cent. Although, at first glance, this shows a tremendous increase in the holding power of the schools during the past fifty years, we could state the figures another way and say that we are losing about fifty per cent of those who might be graduating from our public high schools. If stated this way, the problem becomes much more serious, especially in an age when we talk about "education for all American youth."

As early as 1911 and continuing to the present time, much research on the problem of early elimination has been devoted to identifying just what the characteristics of the boys and girls who leave school prior to graduation are. These studies covered the economic characteristics of drop-outs, such as possession of a telephone in the home, the number of books in the home, the size of the home, number of magazines in the home, and the occupation of the father. Other studies investigated certain sociological factors, such as the effect of working mothers, size of the family, education of the parents, and so forth. Still other studies investigated school characteristics of the drop-out, such as his attendance record, his IQ, his scholastic record, his feeling about the curriculum, and his participation in extracurricular activities. All of these types of studies have contributed a great deal to our knowledge of the characteristics and the environmental factors of the students who are leaving our high schools prior to graduation.

About ten years ago appeared the first study which attempted to evaluate these various characteristics with a view to finding out which might best be used as a basis for developing predictive criteria for those who are leaving school prior to graduation. Since 1940 other studies along the same line have attempted to answer such questions as: Does the possession of a low IQ by an individual mean that he will drop out of school? Does the fact that a home has few books mean that children from such a home will not be graduated? Does the fact that a student has repeated a grade in school mean that he will drop out prior to graduation?

These studies provide fundamental information in attempting to set up criteria by which we might discover the boys and girls who will leave school prior to graduation. They seem to indicate that the two major characteristics of boys and girls who leave school early are (1) retention in school and (2) a generally low socio-economic status.

ANOTHER TYPE OF STUDY

The types of research mentioned above have contributed a sound basis upon which other studies are now being undertaken. It is one such study that the speaker would like to report to you this afternoon. While the speaker could agree with the literature which describes the characteristics of boys and girls who do not graduate from high school, it was likewise his feeling that boys and girls of similar characteristics were staying in school until they had completed the high-school program. Further, it was his belief that many boys and girls who do not possess the characteristics described in the literature also drop out of school prior to graduation. If these two assumptions were correct, then an effort must be made to find out what difference, if any, existed in the thinking and feeling about school between those who drop out and those of similar characteristics who remain in school to be graduated. With this in mind, the investigator interviewed one hundred drop-outs who had been enrolled in the sophomore year in eight high schools of a California county. About an hour each was spent interviewing all drop-outs within a week after they left public school, during which the speaker talked with them about their feeling and thinking in regard to various aspects of school life. Harold Hand's student opinionnaire was used as a basis for this interview. The parents of the drop-out were also interviewed, using Harold Hand's parent opinionnaire as a basis for the interview. Then, one hundred students who remained in school were also interviewed. These one hundred were selected by pairing each drop-out with a non-leaver of the same sex who was similar to the drop-out in the school in which he was enrolled, socio-economic status, and the ratio of promotion. Subsequently, the one hundred non-leavers were interviewed in the same manner as were the drop-outs. The parents of the non-leavers were also interviewed. The same questionnaire was given to the total sophomore group of 1,200 students.

From these interviews and questionnaires, it was possible to compare the thinking and feeling of boys and girls who leave school early to a group of similar boys and girls who remained in school; to compare the thinking of the drop-outs with that of their parents as well as with the total sophomore group; to compare the thinking of the drop-outs themselves on the basis of sex, ratio of promotion,¹ IQ, socio-economic status, and their general satisfaction or dissatisfaction with school.

It seemed to the speaker that this type of study had many things to recommend it. In the first place, rather than asking the boys or girls why they quit school, it was possible to get a little deeper into their actual feelings about their school experiences. The speaker felt that interviewing drop-outs immediately after their leaving school would allow him to get more accurately the real feelings upon which they

¹Ratio of promotion is the grade completed divided by the number of years in school.

acted when leaving school. The speaker conducting all interviews was a person unknown to the student and was from another school department.

FINDINGS OF THIS STUDY

A total of fifty-eight different questions was asked of the entire sophomore group interviewed, as well as of those to whom the questionnaire was given. Of these fifty-eight questions, some were significant, others were not. Only the questions with significant findings will be reported here. The reactions and feelings of the students are grouped under three headings: social relationships in school, curricular practices, and extracurricular activities. The discussion will follow in the same order.

Social Relationships in School

Questions

The questions asked under this heading were:

1. In general are you satisfied or dissatisfied with the way you are treated by teachers and other school officials?
2. Are your teachers too changeable in their discipline?
3. Do differences in discipline among teachers—that is, some too strict, others not strict enough—keep you from getting as much as you could from your school work?
4. Is the discipline in your school too strict or not strict enough?
5. How many of your teachers know your abilities, interests, and special needs as well as they should?
6. How many of your teachers seem to really care about you as a person who needs individual understanding and attention?
7. How much help does the school give you in solving your social problems?
8. Do you feel that you are one of the gang in your school?
9. In general, how often do the pupils in your school treat one another fairly and kindly?

Findings

Some of the conclusions reached on the basis of the answers to these questions were:

1. On all of the questions included in this group, the drop-outs expressed greater dissatisfaction with their relationships in school than did non-leavers. This greater dissatisfaction was in all cases statistically significant.³

2. As a group, all sophomores were more dissatisfied about school than non-leavers but less critical than the drop-outs. This would seem to be a natural condition since the total sophomore population includes many boys and girls who are kept in school because of social or parental pressures, and who might consequently drop out if permitted to do so. On the other hand, if the non-leavers, who came largely from the lower socio-economic group, had felt the same as the drop-outs, or as

³Chi Square was used to determine the significance. The significant difference is at the five per cent level of confidence or less.

did many students in the total sophomore group, it is very probable that they, too, would have become drop-outs.

3. With two exceptions, there were no differences among drop-outs when compared by sex, retardation, IQ, or socio-economic status. Boy drop-outs were just as dissatisfied as girl drop-outs; retarded drop-outs were just as dissatisfied as non-retarded drop-outs; low IQ drop-outs were just as dissatisfied as high IQ drop-outs; and low socio-economic drop-outs were just as dissatisfied as high socio-economic drop-outs. One of the exceptions, however, is extremely important. Girl drop-outs are significantly more critical than boy drop-outs when evaluating pupils' treatment of each other in school. Apparently, students' treatment of each other in school is a good deal more important to girls than it is to boys and presents a real problem to them in their school experience.

4. Girl non-leavers are just as critical as girl drop-outs on questions involving their feelings about teacher's personal interest in them and the understanding of their problems by teachers. In both instances, boy drop-outs were also critical, but boy non-leavers, as a group, were significantly more satisfied.

5. Many parents of drop-outs were uninformed about the social relationship problems which their children face in school. Eight of the nine questions in this group were analyzed for lack of opinion, and on these eight questions there was a significant difference between drop-outs and their parents. Opinions expressed by parents of drop-outs differed significantly from those of their children. The drop-outs were significantly more critical than their parents. Apparently, the same was not true of non-leavers, since there was not a marked significant difference between non-leavers and their parents in their opinions. It is reasonable to think that, if students, though dissatisfied, could feel secure in discussing their school social relationship problems with their parents, they would more likely stay in school.

Curricular Practices

Questions

This group of questions included the following:

1. All things considered, how much do you think you are getting out of your school work?
2. How much of what you are studying do you think will be useful to you in everyday living?
3. In general, how well satisfied are you with the variety of the subjects that your school offers?
4. Regardless of what your marks may be, in how many of your school subjects would you say that you are learning a lot this year?
5. How much help do your teachers usually give you in your school work?
6. Are you satisfied or dissatisfied with the teaching methods used in your school?
7. In general, do you have to do too much or too little work in order to keep up in your school work?
8. On the average, how much time do you spend on homework each school day?

9. All things considered, how much do you think you are getting out of your school work?

Findings

From the answers received to these questions from drop-outs, non-leavers, all sophomores, parents of drop-outs, and the parents of non-leavers, the following general conclusions were reached:

1. When all drop-outs were compared with all non-leavers on the nine questions in this section, a significant difference between the groups was found on all nine questions. Drop-outs reported that they were getting less from school, that their subjects were less useful, that they were more dissatisfied with the variety of subjects, that they were learning less, that they received less help from teachers, that they were more dissatisfied with teaching methods, that they had too much work to do, that they did less homework, and that they spent less time on homework than did the non-leavers.

2. The similarities between the satisfied drop-outs and satisfied non-leavers and between the dissatisfied drop-outs and the dissatisfied non-leavers were more striking than were the differences. In the case of the dissatisfied drop-outs, they had the feeling that they were learning somewhat less than the dissatisfied non-leavers and also that they received less help than did dissatisfied non-leavers. Aside from these two points, there was no significant difference between the two groups. On the other hand, the satisfied drop-outs felt that they were getting less help from the teachers, that they had too much school work to do, and that they did less homework than did the satisfied non-leavers.

3. The drop-outs did not differ significantly from their parents on the matter of how much they were getting from their school work, the amount of homework they did, and the feeling about the amount of homework which they did. On these questions, drop-outs and their parents were in practical agreement. However, there were significant differences in the matter of the usefulness of the school subjects, the amount of help that they received from teachers, the methods used in teaching, and the fact that there was too much or too little work to do. The parents, when compared with their children who left school, felt that the subjects were more useful, that their children received more help, that the methods were better, and that the work was not too much for the students. These differences were not found between the non-leavers and their parents.

4. In three areas the drop-outs were not more critical than were all sophomores. The latter group were just as dissatisfied with the variety of subjects offered, with the methods that were used in school, and the amount of work which was required in order to keep up with their school program.

5. When drop-outs were compared on the basis of sex, retardation, IQ, and socio-economic status, there were few differences; however, it might be well to comment on those differences which did exist. In the

first place, girl drop-outs did significantly more homework than did boy drop-outs. The high IQ drop-outs were more critical of the methods used by the teachers than were the low IQ drop-outs. Only two high IQ drop-outs reported that they had too much to do, while seventeen low IQ drop-outs reported that there was too much work for them to do. The high socio-economic drop-outs were also more critical of the methods used in school than the low socio-economic drop-outs. The low socio-economic group, on the other hand, was more critical of the amount of help which was given to them by teachers. Since the low socio-economic and the low IQ drop-outs had this feeling about the amount of help which they received from teachers, the speaker has often wondered whether or not we, as teachers, are actually guilty of such practices, as unconscious as we may be about such procedure on our part.

Extracurricular Activities

None of the questions on extracurricular activities produced significant differences between drop-outs and non-leavers. However, three factors stand out from what both drop-outs and non-leavers said.

1. They did not participate to the extent to which they would have liked to do so. This was equally true of the drop-outs and non-leavers.

2. Two of the predominant reasons which they gave for their non-participation was a feeling that there was not a place in the activities for them, that they were not wanted, and that the activities did not appeal to them. They were finding whatever activity they could outside the school environment.

3. A few said that the activities cost too much for value received, but many said that, while they did not cost too much as far as the value received was concerned, the cost was too great for them and for that reason they could not take part.

IMPLICATIONS OF THE STUDY FOR ACTION OF SECONDARY SCHOOLS

The discovery of the thinking and feeling of boys and girls who leave school is important only if those of us who are connected with secondary schools can do something about it. It seems that in these findings there are implications for action. I would like to take the few remaining minutes to give some ideas that have occurred to me as a result of this study of drop-outs from our secondary schools:

1. Since the relationship of students with one another and with teachers is tremendously important to teenage youngsters, it would seem imperative that we give considerable attention to the growth and development characteristics of the boys and girls who are in our secondary schools. What can we do to talk about problems which are real to them? For instance: one girl interviewed had wanted to go to a school dance and reached the front door before she lost her nerve and went home. A boy had felt embarrassed at the annual football banquet because he didn't know what spoon or fork to use. A number of girls from the study reported that they went to public dances be-

cause the high-school students seem too young to them; they couldn't find the type of companionship which they needed at school social functions. Many reported that they were only "small wheels" and that the "big wheels" had little to do with them in school. When we realize that boys and girls of this age are looking for status with their peers, rather than with adults, it becomes important that we spend considerable time studying these problems and how best to meet them.

2. Since differences in disciplinary action among teachers is such a real problem to boys and girls who drop from school, it would seem well that we take considerable time with our staff to develop a philosophy of our relationship with pupils. It seemed to me that the students were not critical as far as laxity or strictness of discipline was concerned, but of the fact that it was inconsistent. This inconsistency, they said, existed not only with the same teacher from day to day, but even more seriously between teachers. I am wondering to what degree we are aware of this feeling on their part, and what we can do to meet it.

3. It seems imperative that we have, on our part, sincere interest in the welfare of each individual boy or girl. It is not sufficient that we are interested in subject matter as such or in the achievement progress of our class as a whole. Not only is it important that we have this interest, but also it is even more important that we know how to make boys and girls feel we have this sincere interest in each one of them. Pupils see through sham and pretense very quickly. The fact that so many of the drop-outs, as well as the non-leavers and all sophomores, reported that this lack of interest on the part of their teachers is a concern to them points up the seriousness of the problem; it would seem we might do well to think and plan very carefully what we might do.

4. There are many curricular implications to be drawn from an analysis of the things boys and girls said. In the first place, a large number of the students have the feeling that much of the subject matter which they are studying is meaningless to them. It seems to the speaker that much of our content could be made more real to boys and girls. If they can successfully solve these real problems, then we need not worry about their ability to solve larger problems as they present themselves. If our content need not be changed, then it is apparent that our approach to this content must be changed to make it more meaningful in the lives of boys and girls in our secondary schools.

5. Our entire so-called extracurricular program needs to be re-evaluated from the standpoint of student interest and student participation. The fact that such a large number of those who are leaving school early reported that they are not taking an active part in extracurricular activities is serious. Reasons which they gave for not participating can be summed up with two statements:

- a. They felt that they are not one of the group. Many indicated that they would like to take part but they had not been asked or felt that the group had no real interest in their participation.

- b. Many of them reported they didn't take part because the activities were not of interest to them. What provisions do we in the secondary schools make for dropping activities which are not of interest and adding new activities which are meaningful to youngsters, at a cost which they can afford?

I realize that each of the points mentioned above could be a presentation in itself; however, time does not permit this. The problem of boys and girls leaving school prior to graduation is a serious one. We as school people cannot make the changes alone. It will take the combined efforts of school people, students, and parents, working together, to solve the problem of the boy or girl who leaves school before graduation.

HOW TO MAKE AND UTILIZE FOLLOW-UP STUDIES OF SCHOOL LEAVERS?

ROBERT L. FLEMING

FOLLOW-UP studies of school leavers are most important even though they are laborious, time-consuming, and sometimes not very effective. They are extremely valuable and most necessary. To justify the expenditure of time and energy necessary in any kind of a follow-up, it is desirable to list the advantages and disadvantages and then, from a consideration of all the factors listed, in the light of your problem, determine your course of action. The intended goal hoped for and the techniques to be employed in accomplishing this particular goal are the important considerations that will determine the coefficient of value that one may attach to the undertaking.

VALUE OF FOLLOW-UP

What is the goal of your follow-up study? This is the crux of the study and determines the amount of energy that you may economically budget to the enterprise. Perhaps we should look at follow-ups in other fields of endeavor and thereby gain some idea of the importance of the over-all idea. As we survey other fields, keep in mind that I have said earlier in this paper that they are most necessary. Business and industry spend considerable time and effort and large sums of money on various forms of follow-up and do so for two important reasons: (1) goodwill and (2) increased business. Business and industry do not limit their efforts to the following of former employees. This is a very minor and almost negligible part of their scheme. They go out and seek avenues of approach by getting names—large mailing lists—and then consistently follow up such names through a very direct course until they either (1) drop the name for want of any favorable re-

Robert L. Fleming is Principal of South High School, Youngstown, Ohio.

sponse or (2) gain a customer. True, they call this advertising and budget large sums of money for this purpose but it is a form of follow-up. When their follow-up results in a sale, then they do special follow-up with offers of service whereby both the business and the customer profit. Business profits by increased business and good will and the client profits by longer life and more service out of the purchased article and, thereby, a lower per unit cost. Both are a direct benefit. A good illustration is the automobile business. You buy a car from a reputable dealer and he has his first profit. To run the car efficiently, the dealer constantly reminds you of things necessary to be done, and, which, if done, cut down long term costs, thereby resulting in a lower expense per unit cost. You appreciate this type of service and, as a result, you are his regular customer. Your sales make him profits and his services cut down your long run overhead. This is advantageous to both sides.

Another example of profit coming directly out of a follow-up service is the work of the alumni association of a college or university. Lately this has taken a very profitable turn to alumni funds, whereby the college is able to render additional service beyond that limited by and included in the annual budget. Many other types of organizations definitely keep the organization going and derive benefits of good will for the organization by some type of follow-up. Reverently, may I say that Biblical record gives us a splendid demonstration of the value of follow-up in the letters of the Apostle Paul. All of these illustrations are examples of follow-up techniques that have proven advantageous to the organization.

Therefore, if follow-up pays in other organizations, might it not be said that the idea of follow-up merits the consideration of school men for exactly the same reasons. We believe this to be the case and from it evolves the concept of dividends for the schools. However, it is our desire that you will give dividends the broad interpretation of advantages accruing to the institution and not merely think in terms of coupons with a negotiable value of dollars and cents.

Referring to our opening statements where we reminded you that they are laborious, time-consuming and sometimes ineffective but most necessary, it must, of necessity, follow that we face the responsibility of devising optimum techniques that require a minimum of energy and a maximum of effective dividends. Such techniques can, in my humble judgment, be suggested that merit consideration. One would be treading on very thin ice to say this is how we do it with the subtle implication that what works in our case will work in your case. However, we know our own case best and on that basis I will suggest a few things with the modest hope that you will get suggestions and ideas out of them. Such suggestions, with modifications to suit your own locale, may help you implement your own respective attack on this important subject.

WHAT ONE SCHOOL DOES

First of all, secondary schools can not hope to use mailing lists of former pupils with the same general ideology that prompts business to flood them with printed material expounding the merits of special articles. Indeed, if you have ever tried the mailing list technique to all your pupils, you know—all too well—the disappointing or low percentage returns. Also the secondary school in the urban and industrial city that tries out the complete mailing list idea will be surprised to find the large number of envelopes that will be returned—if mailed first class—with the postman's check, "not at the above address." This is due largely to the fact that the years immediately following dropout or graduation finds the boy away from home, the girl married, the family moved, and, unfortunately, a very ineffective forwarding concept on the part of those now at that address. To offset this disadvantage, your over-all mailings must be done while the pupil is in school and by this method build a reservoir of rapport that guarantees the school a place in the family thinking whenever they need any kind of help or counsel. We have found that co-operative home-school contacts have a carry-over that pays big public relations dividends and is a constant follow-up of the home contacting the school.

Our school checks the address on the permanent record card each semester with the semester program card and brings the address up-to-date. We have five home contacts each year revolving around the concept of joint teacher-parent responsibility. It has a high coefficient of approval for the parent has tangible evidence that (1) the school is interested in the pupil; and (2) the school shares with the parent joint responsibility for our entire program.

We begin with the I.D. (identification card) card, giving the parent in the opening days of each semester a complete statement of the child's day, together with a place for signatures of home-room teacher, parent, and pupil. This technique has a high batting average with parents resulting over the years with parental approval enthusiastically favorable. Also on the I.D. Card are a few simple rules and regulations and to these we get a favorable parental response proving to us that they have been read and are understood. On the following page is a reproduction of this card showing both sides of it.

The next over-all home contact is the invitation to visit our schools during American Education Week. This is an invitation mailed to the parent by the home-room teacher. On it is a place for the parent to record the names of the pupil's teachers which the parent gets from a conference with his child and not a mere secretarial detail from the school. We have watched this technique for over ten years and we know from the number of parents that make use of the card that it has a very high degree of parental approval. Literally hundreds of parents take advantage of this card and when they come

IDENTIFICATION CARD—SOUTH HIGH SCHOOL

PROGRAM			STUDENT'S NAME	
SUBJECT	P	ROOM	STUDENT'S ADDRESS	
.....	1	.....	DATE OF BIRTH	
.....	2	.....	SEM. ENDING LOCKER NO.	
.....	3	.....	JAN. 1952	
.....	4	.....	LUNCH 4 A B C	
.....	5	.....	CAFE HOME	
.....	6	.....	PARENT'S SIGNATURE	
H. R. GRADE			STUDENT'S SIGNATURE	
H. R. TEACHER'S SIGNATURE				

(Front)

REGULATIONS	
C-5	
1. Carry this program with you at all times.	
2. LOCK YOUR LOCKER.	
3. Students are scheduled for lunch in the cafeteria unless parents file a request with H. R. teacher to have lunch at home	
4. Get a driving permit from the assistant principal if you wish to drive to school and park on school grounds.	
5. Smoking within a school building is prohibited by law.	
6. Smoking within sight of the school is not approved.	
7. Loitering on the school premises or in cars is objectionable to parents, students, teachers, and the general public.	
8. South High school is YOUR school; always be a good citizen.	
9-57 4200 SOUTH HIGH SCHOOL PRINTING DEPT.	

(Back)

to school, they make a point of seeing all of the teachers on their list.

Another case in point is the formal invitation sent to parents of seniors for the senior reception and class day exercises. This one has a batting average that competes with the proverbial 99.44 per cent of that well known soap. Not only mothers in this case but fathers "lay off," for this affair now enjoys the tradition of a command performance.

One more regular completes the list of the regular home contacts. This letter is mailed by the principal in August to every parent. It carries a gracious reminder that vacation is about over and our thoughts are again turning to the opening of school. It is also an urgent invitation for parents to visit school the week before school opens to settle all matters of their child's schedule for the coming year. This letter

has a very high value as judged by the large number of parents who take advantage of the invitation. Principal and counselors are present to talk with parents and, to this technique, we attribute a smooth start to many who would otherwise have problems disturbing them during the important opening days. Also, we address this letter to the address on the second semester program card. Obviously, there will be a number of these returned for various reasons and everyone of these returned letters is followed up by a personal visit from the visiting teacher. This follow-up by the visiting teacher arising out of these undelivered letters often settles many, many problems of addresses, tuition, parental responsibility, guardianship, etc.

Periodically but not with the regularity of the program just described, we find reasons to write a nice letter to the parent. There are so many opportunities where such a letter can be written that one can make it a definite part of his program or not as he sees fit.

All of the above builds *esprit de corps* with the parent and it has a definite carry-over when the pupil joins the school leaver group either by graduation or by quitting. The benefits accruing to the school are that the parent turns to school for help or counsel and, by having this opportunity to help, we definitely contribute to our public relations program. I can—if time were available—document this statement with proof sufficient to justify our belief in the technique.

THE SCHOOL LEAVER

May we now turn our attention to the "leaver." School leavers belong to one of two groups, *i.e.*, they quit or they are graduated.

A. DROP-OUTS. The pupil who quits is definitely the responsibility of the school until he is safely and legally in the hands of another part of organized society. We accept this responsibility. These pupils fall into many classifications, some of which are:

1. Moving to another school district
2. Going to work while of an age that requires a legal age and schooling certificate
3. Quitting after they have become the legal age where an age and schooling certificate is not required. In Ohio, age 18
4. Joining the armed forces
5. Court action
6. Marriage
7. Miscellaneous reasons.

In every one of the above cases, we have a legal or a moral responsibility to the pupil and the parent. We accept this responsibility and do not drop a name from our roll until we are satisfied that everything has been done that can be done to help the youth adjust to the new society in which he finds himself. We do not try to remember every step but have a definite procedure guaranteeing to him and his parents all the help possible for satisfactory adjustment. Our procedure follows this routine:

1. Check out from school. Note on the check out card a complete check out from every teacher or service so that the pupil can feel the thrill of a satisfactory completion of one agency—in this case, school. This is also particularly advantageous from the pupil's point of view when he has no old accounts to settle before he returns. Surprisingly enough, many do return when they realize that they have made an error or perhaps conditions change to make returning possible. Our theory is that their return must be a pleasure to them.

CHECK OUT CARD

SOUTH HIGH SCHOOL, YOUNGSTOWN 5, Ohio

Name

Date of withdrawal

Reason for withdrawal

Marks recorded are for the weeks

Per.	Subject	Av. Mark To Date	Teacher's Signature
H. R.			
1			
2			
3			
4			
5			
6			

Return Books to Book Room.

Approved by

2. When the check-out card is completed, then the principal or the assistant principal issues the order to drop and if done by the assistant principal—in the absence of the principal—it is always from the principal's desk.

Part I YOUNGSTOWN PUBLIC SCHOOLS

School Record of Applicant for Employment Certificate

I certify that whose date of birth is

..... has completed the grade.

.....
Date

.....
Principal

South High School

This statement together with proof of age must be taken to the office of the Attendance Department, School Administration Building, 20 W. Wood St. The only accepted proofs of age are (1) Birth Certificate, (2) Baptismal Certificate, (3) Insurance Policy that is at least a year old and shows date of birth.

Part II SCHOOL OBLIGATION CLEARANCE

The above named student has satisfactorily arranged for his release from school.

.....
Date

.....
Principal

This is done in quadruple and routed as follows: (a) *Original* to pupil as his clean "bill of health" for closing his account; (b) *Duplicate* to registrar for closing the record; (c) *TriPLICATE* to visiting teacher. Upon receipt of his official notice, the visiting teacher makes a personal visit to the home and has a personal talk with the parents. He tries to "ferret" out the real reason why such a step was necessary and assures the parent that the door is open for return to school or an offer of our services to aid the person. Parents appreciate our interest and co-operation. In many cases, we help get the child a better job when it is determined that it is an absolute necessity that the child must contribute to the family income to help keep the home going. Also, in many cases misunderstandings are cleared and the child returns to school. (d) *Quadruple* to the locker supervisor. He uses it for a general check up of out-of-office assignments and release of equipment.

B. GRADUATES. To keep in touch with graduates is a real problem. The graduates classify themselves into several well-defined groups, as follows:

QUESTIONNAIRE

It is a pleasure to be of service to you by complying with your recent request to send a transcript of your credits to _____ College.

In order that we may know how to be more helpful to our pupils when they get out of school and into business and industry, we would be very grateful to you if you would give us the benefit of your reactions to the following questions:

What subjects have helped you most since you were graduated?

What subjects have helped you least since you left high school?

What subjects do you wish you had taken while you were in high school?

What kind of help do you wish that you had had available while you were in high school and during the time that you were making your subject choices?

On the back of this sheet will you give us a word relative to school work that we may pass on to other pupils in order to be of most benefit to them when they are seeking employment and trying to get located in a job.

We assure you that we will deeply appreciate your suggestions. We also hope that we may have a visit from you at your convenience. Best wishes.

PRINCIPAL _____

1. *College.* This is a fairly easy group, for they must enter college *via* the high-school transcript. When we issue the transcript, we send a short questionnaire (see above) to the pupil letting him know that we have sent the desired transcript and also asking him a few questions for recording his own reactions. This is a fairly recent adventure and, as yet, we have no significant data.

Since we always get first year reports from college freshmen, we have another opportunity to be of service. When the first semester or first-year reports arrive, we send letters (see below) (1) congratulating

SAMPLE LETTER

We have just received a report of your college work. May we congratulate you on the start that you are making in your chosen college and also offer our services in any way that we can be of help.

You can be of great help to us. We will appreciate it very much if you will write and tell us of the problems that you are having with your various college subjects. Perhaps you would like to make a suggestion where we can modify our high-school courses so as to benefit our present pupils when they get into their college work.

Please accept this letter as a personal note carrying with it the hope that you are enjoying yourself and also the thrill that comes to one when he knows that he is remembered. Give our best regards to any and all of our former people with whom you come in contact.

PRINCIPAL _____

them; (2) offering our services in order to help; and (3) asking them for their suggestions where to place the emphasis in order to help those still in high school. From some of these we have had quite sincere reactions and some very positive statements that have been very valuable.

And lastly, if we are informed by the college of date of graduation and degree, we again send a letter (see below) of congratulations together with a request for their reactions or constructive suggestions. This also has been very profitable in only a very few cases for colleges seemingly do not want to start this type of service.

SAMPLE LETTER

We have just received a report from _____ College that you have been graduated. May we congratulate you on the accomplishment of this fine goal and wish for you all the joy and success that goes with graduation from college. It is also our wish that early in the days after graduation you will find suitable employment in your chosen field of work.

Now that we complete your permanent record card in our office with the notation of your college graduation, may we have the joy of knowing that it will be the beginning of a lifetime of pleasant associations. Won't you keep in touch with us from time to time giving us a notation on significant happenings in your life. In this way may we keep your permanent record card up-to-date and constantly before us.

You can be of great help to us and to your school. We will appreciate it very much if you will tell us the courses that you chose in high school that helped you most in your college career. Also, keep us up-to-date on the courses that help you most as you go along in your chosen life work. In this way, we can be of great benefit to those in school at the present time.

Please accept this letter as a personal note carrying with it the hope that your chosen field for work may be a joyous and successful career and that you will ever remember us out of your success in that career.

Give our best regards to any and all of our former South High people with whom you come in contact.

PRINCIPAL _____

2. *Work.* Those who go directly to work from high school often go to work for the better corporations who, in turn, check the high-school record as a prerequisite for employment. This group is hard to serve for our information is spotty. We do, however, check addresses on the permanent record card and try to include this group when we have a questionnaire. I am frank to confess that this is one place where we need to do a lot of construction work for better relations.

THE SURVEY OF OUT-OF-SCHOOL YOUTH

The survey of out-of-school youth as a follow-up technique is one that has not been used enough to establish its worth as an annual technique. We use it periodically. Our last survey was sent to members of high-school classes which were graduated in the years 1942 to 1950, inclusive. These questionnaires were sent home by younger brothers or sisters whenever possible; otherwise, they were sent by mail. Forty-two per cent were returned.

The reason for making the survey was a sincere desire to be of help. Living in a changing world, young people today face numerous situations in which it becomes necessary for them to make decisions, many of which have a direct effect upon their future lives. Between the ages of eighteen and twenty-five years, youth is confronted with the problems of securing jobs, selecting life partners, finding suitable living quarters, getting further education if advancement on the job is to be made, and other problems of similar importance.

One of the major tasks of the modern school is to assist youth to make such decisions intelligently. This can be done through helping them develop the ability to make wise choices in the field of daily living. So far as the school's responsibility is concerned, this objective can be accomplished only by instruction planned to embrace every phase of training. The school must have not only the leaders of tomorrow, but the followers as well, who, in turn, must be trained to choose their leaders wisely after they have determined the direction they wish to go.

That the future focus of the school program might be better directed toward helping students solve their needs a study of those who recently faced similar problems is of value. Such a study of the major life problems faced by youth suggests changes in curricula and in the advisory services of the school if it is to guide the student competently in his first out-of-school experiences.

The last three paragraphs are taken from our report and cover what we tried to do. We are using the results as we study our problems and gaining from the survey great help to guide us in our work. While our sampling was not large enough to establish facts or validate trends, yet it was significant enough to indicate direction. We gathered data on the following:

1. Comparison of parents and youth engaged in similar occupations
2. Types of industry employing parents
3. Age when youth married
4. Number of years elapsing between school and marriage
5. Number of children born to youth at time of survey
6. Housing and home ownership of youth
7. Club and organization membership
8. Percentage of youth attending college
9. Holding power of schools
10. Value of high-school subjects
11. Value of high-school activities
12. Other help that might have been given
13. Reasons for school leavers
14. Purpose of school
15. Work information:
 - a. Types of occupations
 - b. Length of employment
 - c. Wages earned
 - d. Reasons for changing jobs
 - e. Methods used to secure jobs

16. Comparison of job chosen while in school and the one actually doing at time of survey
17. Guidance
18. Problems on which help is desired
19. Sources of help when problems arise

Such a survey was most valuable and we use the results of it over and over again while studying a problem and while trying to arrive at the best solution. It is not final but it certainly is directional in its content.

Finally, all of this adds up to a "lost week-end" if you do not utilize the data secured as a guide in your diagnosis and as a basis for further study. Certainly, it is of no value unless used and cannot be justified if we are not sincere both in our approach and in our implementation. Results of any kind of follow-up should tell us what we ought to know and never be a valet to our school pride by only telling us what we like to hear.

Group XIV (Monday)—TOPIC: What Is the Current Role of the Junior College?

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WHAT IS THE CURRENT ROLE OF THE JUNIOR COLLEGE?

ROBERT S. GILCHRIST

THE FUNDAMENTAL responsibility of the junior college is to help young adults become effective citizens, home makers, and job holders. Happiness and well-being of citizens and the needs of our country demand that each individual be helped by the schools to develop into his highest potential. The universal role of schools, including the junior college, is to serve the interests of the society which establishes them.

But even though the underlying purpose of the junior college remains the same from year to year it does not follow that the college should be satisfied to offer the same program as in former years. In the first place, a college to fulfill its purpose must be sensitive to the changing forces with which individuals must cope in their lives.

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War and the threat of war, the altered moral and spiritual values of adults who have been through two major world conflicts and a depression, and the fact that our democratic way of life is threatened are three of many potent forces affecting our youth today. These have a direct bearing on the role which the junior college is obligated to assume.

A second reason why colleges should not be satisfied to offer a static program is that this program should be based on the best understandings of the developmental needs of its students, the ways they learn best, and what really makes for behavior change. Each year, research in this area becomes more productive. We now know how important it is for young people to have opportunities in college to attain status with age-mates. We are aware that learning how to do something relatively well, to earn a living, is important in life adjustment. We know that students mature into fine adult citizens to the extent that they learn to think for themselves, to stand on their own feet, and to be guided by a set of values in which they believe sincerely. We now know that the best learning occurs when the student has his heart in what he is studying. We now sense the importance of having school experience based on the past and out-of-school experiences of students. We know the importance of planning, of bringing into relationship in a meaningful setting the skills, facts and attitudes which we hope youth will acquire. We understand much better than we used to the importance of method—the fact that all youngsters do not learn best by the same techniques. We now place high value on some of the intangible factors operating in a classroom situation, such as the respect a teacher has for those in his class.

The current role of the junior college is to help youth do better those things which they are now doing and which we are reasonably sure they will do as adults. Educators can assume this role successfully only to the extent that we are sensitive to the demands that life makes on youth and to the degree that we understand youth and how they learn and develop.

HOW WELL ARE JUNIOR COLLEGES ASSUMING THEIR ROLE?

Neither you nor I should generalize too far in answering this question. We know that the program of each college varies. We realize that in each college there are outstanding teachers doing magnificent work. Also in these colleges we find classrooms in which there is need for much improvement. We can be proud of our accomplishments, but undoubtedly none of us is doing as well as he would like to do. We can probably agree on some problems or obstacles that are almost universal and to which we have not found adequate solutions. What can we do to cut down on the drop-out rate? Is there a way by which students who are now indifferent to school can be helped to become enthusiastic

about their work? How can faculty members reach a consensus on the purposes of a college?

In too many instances junior college teachers are seeking personal prestige by wanting their institution to become more like a four-year college, and by conducting classes in the traditional manner. Others of the staff are at the same time hoping that the college can become more of an environment in which students learn skills for immediate employment.

What can be done to minimize university domination in order that junior colleges be free to develop programs which they feel best meet the needs of the students enrolled? There was a time when the high school dominated the elementary schools. In the main, high schools now accept the students sent to them by elementary schools without blaming the elementary school for weaknesses which the student must still correct. Is it possible that we are now at a stage in the evolution of schools when the junior college ought to be more free to develop the program it believes best than to provide a pattern of courses dictated by requirements of higher institutions?

What can be done to bring about greater understanding among laymen of the purposes of a junior college? Now, far too many laymen see its major purpose as the same as the first two years of a four-year college. Many parents still hope that through attendance at a junior college their youngsters can be guided into the white-collar and professional class.

What can we do to secure badly needed financial support for salaries which will attract and hold good teachers, and which enable us to build the physical facilities and buy the necessary equipment for a modern junior college program?

It is doubtful if any of these problems will be settled at all successfully unless those of us who serve leadership roles in education come to some agreement as to the purposes for which a junior college should exist. In addition, we must understand the process by which a school can change its program and improve itself. Let us consider some of the characteristics of a good junior college and examine a process of curriculum development which could go a long way toward insuring a high quality junior college program.

THREE CHARACTERISTICS OF A GOOD JUNIOR COLLEGE

You may ask why we are confident that the following are characteristics of a good junior college. We feel certain that they are because they stand up when analyzed in terms of bases upon which a college program ought to be built. These bases, as stated before, are the demands which life makes upon young people, the values which our society holds important, the developmental needs of youth, and the manner in which learning takes place. In our discussion period we will be interested in your reactions.

The junior college enthusiastically accepts its role as a secondary school and a community college.

With the complications of modern living and the current employment practices by which industry demands more mature young people with technical training, it seems desirable that young people should remain in schools for the 13th and 14th years. It is obvious that opportunity for schooling in the 13th and 14th years ought to be provided in local communities where many of its youth can easily attend. It also would seem clear that the program of the 13th and 14th years should be closely integrated with that of the elementary and high schools of the community. If the assumptions which have been enumerated are sound, all of us in junior college education ought to be enthusiastic about the role of the junior college. What more could an educator ask than an opportunity to work with young adults at the time just prior to which they assume responsibilities of adult living?

Over and above the role of the junior college as a 13th and 14th year secondary school there is another purpose of the junior college which is equally important and fundamental to a preservation and extension of our American way of life. Life today presents new needs to our adult population that could not have been anticipated when they were in school. Adults ought to have educational resources to which they may turn when they are confronted with new problems and new situations. The junior college, because its facilities and resources have been developed for young adults, is in a far better position than an elementary school or high school to be an adult education center. Isn't it a challenging point of view to think a young adult when he enrolls in junior college is entering an institution from which, unless he moves from the community, he will never sever connections? In other words, the community college can serve him not only during his last years of formal schooling, but also throughout his life.

The guidance program enables the college to discover individual and personal needs of students.

Young adults have always coped with perplexing problems. Today these problems are intensified by world conditions. They must make decisions on such questions as: "When will I be drafted?"; "Should I enlist?"; "What am I going to do when my boy friend goes into the Armed Forces?"; "Is there any place I can find a job to earn money?"; "My mother and dad are not getting along very well at home. I want to be loyal to both of them, but I don't know how."; "What am I to do when I am out with the crowd? The things they do and what I have been taught in my home to think is correct and proper, are not in harmony." These are illustrative of the problems which confront young people. Unless an individual resolves, at least partially, his serious personal problems, courses at school will be of little value. Unless he has learned to accept and to cope with his problems, he is in no emotional condition to profit from his classroom experiences.

Vocational choice is another area in which individual guidance is needed by the student if he is to profit most from his school work. Dr. Charles A. Prosser, in his now famous resolution which resulted in the organization of The Life Adjustment Education Commission, has probably estimated rather accurately that the twenty per cent of secondary school youth who were going to college and the twenty per cent who were learning specific vocational skills are being served reasonably well by the secondary schools—but that the middle sixty per cent who have no clear-cut vocational goals are the 'forgotten youth.'

The college certainly has a responsibility to discover ways to aid youth to develop vocational objectives which, in turn, will do much to give youth a sense of direction not only in their vocational courses but in their entire college program.

There are several requisites for a good guidance program. Here are three of them:

1. The most important single feature is the quality of the staff of the college. Intelligent staff members who are keenly interested in young people and who are dedicated to the objective of developing a program to meet the needs of these young people, will overcome whatever obstacles stand in the way of a good guidance program.

2. An educational organization through which each student is known well by a staff member is important. It is impossible for a staff member to know students well if he has too many assigned to him. This point forces institutions toward a guidance program in which most of the teaching staff are involved. A few counselors, each with hundreds of counselees, should not be responsible for the program.

3. Time for individual conferences and a satisfactory place in which to hold private conferences is important. As one teacher has stated, "Students must feel that the teacher has time for them and that their confidences need not be aired in public."

The educational program is developed to meet the needs revealed through the guidance program.

Junior colleges, in the main, have based their curriculum on courses generally offered in the first two years of four-year college programs. These courses are usually academic in that they are designed for students planning to enter a profession. Further, courses are often based on a mental discipline, automatic transfer of training theory of learning. Teachers tend to use the lecture type of method. Often teachers pride themselves in setting standards which cause students to drop by the wayside. A 'right-about-face' is necessary if junior colleges are to give youth an opportunity to prepare for jobs, to become effective home makers and to assume active roles as citizens. All youth must be challenged. It is not enough that a few of them be stimulated by our offerings.

We must continue to do a good job for the group of students who are going to continue in the fifteenth and sixteenth years of other institutions. Their pre-professional requirements must be satisfied. At the same time, we must give those students who have clear vocational

goals an opportunity to take the terminal courses which will get them ready for successfully finding their places in the world of business and industry. Through an analysis of the needs of the community and employment trends we must expand our vocational offerings to more nearly meet the needs of those who are not now enrolled in vocational courses. We are referring to the group of students who do not go on to higher institutions and do not have clear vocational goals. We must have more work-experience programs and co-operative part-time work programs. We ought to enlist the help of lay people on advisory committees to develop the kinds of work programs which will satisfy not only the students but which will be in terms of community needs. We ought to recognize that there are many jobs in modern industry which are below the professional level in skills needed, but which require more training than is provided in a program which ends with the twelfth grade. The training needed by various types of technical assistants is illustrative.

Emphasis has been given to the importance of providing adequate opportunities for acquiring saleable skills because young adults will not be satisfied with their junior college program unless they feel they are becoming more ready to enter the world of work and to hold their own on the job front. In addition to satisfying this vocational need, the college has a responsibility to develop a general education program which will be effective in terms of health, skills for leisure living, homemaking, and citizenship. This general education program should be essentially the same for all students regardless of whether they are going on into a fifteenth- and sixteenth-year program, or are entering adult life activities on finishing the fourteenth year. This program should give all youth a chance to come to grips with the problems of self-understanding, health and personal hygiene, marriage and family living, everyday social and economic problems such as intelligent buying, budgeting, labor-management disputes, conservation of natural resources, and the problem of America's role in world affairs.

While studying problems such as those mentioned above, junior college students must be given a chance to learn to think—to analyze their problems through using the method of intelligence; clarifying the problem; collecting and analyzing data pertinent to the problem; proposing tentative solutions and testing these out. There is no greater need in our country than that individuals be able to think clearly and critically in reaching decisions. Our democratic way of life demands that citizens be able to do this. Otherwise we can come under the spell of a demagogue without realizing that we are being 'sold down the river.'

Another important skill which the general education program should give students in order that they grow in insights and understandings, is in the field of communications. Reading, listening to the radio, watching television, and listening to or participating in programs in

which speaking, panel discussions and symposiums are involved are everyday adult activities. Doesn't it seem advisable that the young adults in our junior colleges should have every opportunity we can give them to grow in their ability to utilize these mass media at the highest possible level?

There is an area of skills which we have long thought is the province of the elementary and high schools but which junior colleges ought to recognize as part of their responsibility. We refer to fundamental skills such as arithmetic computation and effective written expression. We cannot assume that the elementary school gives children these fundamentals in such a manner that they will be functional for the rest of their lives. Research indicates that some of the skills which we used to think should be taught in the grades, really require more maturity. In any event it would seem that the college ought to start with whatever levels of ability students possess in these fundamentals and go on from there. If the responsibility of the college is to give students skills needed in everyday living, this would include the ability to do simple arithmetic operations and to write clear, concise letters.

Perhaps the most important outcome which the junior college should emphasize in its general education program is the development of values. Young adults attending our junior colleges are at a stage of development when they can profit from the skillful leadership of an expert teacher who guides their thinking as they attempt to examine, clarify, and develop the values by which they live.

The college which has most of its teachers involved in a guidance program where the real needs of youth are identified, has the best opportunity to develop a good program of general education. If the guidance program and the actual instructional program are meshed together through each teacher having his group of advisees in a class where problems of a social and personal nature are studied, a good general education program should result.

WHAT IS THE ROLE OF THE ADMINISTRATOR?

Human beings work hard at those activities which they themselves have decided are important. People operate at a higher level of effectiveness when they understand what they are doing. These two statements seem so obvious that one might justifiably ask, "Why do you even mention them?" Yet, ask yourself in how many colleges of your acquaintance the faculties really have the major responsibility for determining the educational program. You probably know very few. Yet the two principles stated above, if followed, would demand that staff members be completely involved in deciding the curriculum. By far the most important role of the administrator is to provide opportunities for teachers to help in solving the important questions which must be settled in developing a program. This places the administrator in the

role primarily of a process and resource person who frees the creative abilities of his staff and then gives them the necessary tools, material, and time with which to develop a sound program. Far too often the administrator has a program of his own which he is trying to impose on his staff. And just as often, the program results from tradition.

The administrator, in addition to making it possible for his faculty members to aid in developing the curriculum, must obviously encourage planning which involves students, parents, and other laymen in the community. He should place high on his priority list the funds necessary to give teachers time to work out curriculum building. They ought to have time when students are not in school to come to grips with some of the more perplexing problems which do not resolve themselves easily. Funds ought to be readily available to employ substitutes while teachers work on special projects during the year. Each teacher should have the opportunity to visit the classes of colleagues in his own school as well as on other campuses, and to attend educational conferences. Although the amount generally represents a very small fraction of the total budget, funds available for teaching materials often provide the encouragement which teachers need in order to move forward in developing more effective programs.

A curriculum improvement program must be continuous if it is to be effective. Clarifying purposes, evaluating practices, developing new approaches and again testing their effectiveness are not projects which can be completed and the results used for years to come. The very fact that teachers continuously are engaged in some phase of their curriculum improvement program means that they will be more alert and enthusiastic in their teaching. If we truly believe in human beings and their growth potential, we, as administrators, will be willing to give to teachers the major responsibility for curriculum improvement. We will sense that the role of an educational leader becomes more difficult, more challenging, and important as he becomes more and more the coordinator or chairman of a group of professionally minded people who have an important job to do in providing youth the opportunity to grow into the kinds of citizens our country needs.

WHAT IS THE CURRENT ROLE OF THE JUNIOR COLLEGE?

WILLIAM R. WOOD

AMONG the 1859 institutions of higher education in the United States, 527 are classified by the U. S. Office of Education as offering "two but less than four years of work beyond the twelfth grade." The number includes junior colleges, technical institutes, and normal

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schools. It does not include branches or lower division extension centers of four-year colleges or universities; it does not include proprietary business colleges or other similar training institutions in limited fields. In the United States today approximately one college out of every three is a junior or community college. The combined fall enrollment for 1951-52 in these institutions is slightly over 200,000, whereas the total college enrollment of first and second year students is just under one million. Of all first- and second-year students now attending college in the United States, therefore, one out of every five is enrolled in a junior college. The increase in junior college enrollment since 1939 has been roughly fifty per cent.

Three junior college students out of every four attend public co-educational institutions; the fourth may be found in one of several varieties of non-public institutions. The difference is even more pronounced when special and adult enrollments on a part-time basis are included, as they are in the 1952 *Junior College Directory*, published by the American Association of Junior Colleges. Here the 1950-51 total enrollment—youth and adult, day and evening, full-time and part-time—is reported as 579,475, of which 498,542 are students in public junior colleges and only 80,933, or one out of seven, are students in non-public junior colleges. In number of institutions a few more than half are public.

Such statistical information is necessary to any realistic appraisal of the current role of the junior college. Since non-public junior colleges are dedicated to a variety of missions and serve a wide range of special functions, it seems appropriate to confine comment to public institutions.

What is the junior college doing in 1952? Not much, it would seem, that is different from what it was doing in 1940 or in 1930. It is just doing a little more of the same thing for a good many more people. The center of interest in a high percentage of public junior colleges continues to be the academic program for the prospective transfer student. Relatively few institutions have been able to develop and successfully maintain the comprehensive type of educational services suggested by the term "Community College." The literature about the junior college movement as well as the catalogs of separate institutions make much of short-term courses, general and technical-terminal programs, guidance and instruction for high school drop-outs, community improvement services, and adult opportunities of many sorts. No definitive survey of current instructional or service programs has been made, but rather extensive field observations in several States indicate that much of the literature seems to be lip-service to an attractive idea. Not many public junior college faculties, perhaps not more than two or three dozen, seem fully to understand the comprehensive concept of community college education. Only these few, at least, have committed themselves definitely in practice to identifying and

attempting to meet the particular educational needs, not only of its full-time students but also of all of the adult residents of the community which the junior college serves. Apparently the first love of a majority of faculties is the university parallel program for transfer students. In itself, this service, as will appear later, as well as the service to adults, is an increasingly valuable one to the Nation.

With notable examples of comprehensive community college programs in successful operation in such States as California, Texas, Colorado, Utah, and Washington and with strong beginnings in such States as Michigan, Minnesota, Illinois, New York, and North Carolina, one wonders why other junior colleges have been slow to add new educational opportunities to the old pattern of academic offerings. Perhaps the answer lies partially in a lack of imaginative leadership in local communities. Certainly major roadblocks have been a lack of financial support and a lack of special training opportunities for prospective junior college teachers and administrators. The problem, however, is yet more complex. Under quite promising circumstances—good leadership, well-qualified and enthusiastic instructors, and full financial support—new programs have been tried and have failed. Something went wrong. Somehow the opportunity was not the right one at the right time in the right place. Perhaps it did not meet a real need that was recognized by enough prospective students. Possibly the planning was inadequate or the publicity poor. Whatever the reason, the new program failed. Inevitably that failure retarded the development of other new programs in that community.

The role of the public junior college is being rewritten—but not primarily by educators. The impact of great forces at work on the world stage as well as in the American scene are beginning to be felt by the junior college as well as by other types of educational institutions. The public junior college, necessarily responsive to changing conditions—economic, social, and cultural—within and surrounding the community which supports it, cannot avoid mounting pressures from without.

The American public junior college is a part of a world-wide stirring among people to improve their economic lot, and ultimately their social and cultural status, through low-cost education of the masses. The work of UNESCO in fundamental education, the Point Four program of technical assistance to underdeveloped areas designed to help people help themselves with what they have, the folk schools and the adult education programs of Scandinavia, the junior colleges and adult education work in Canada, the county colleges of Britain, the literacy work in Mexico and elsewhere, the numerous new junior colleges in Japan and in the Philippines, and increasing attention to the special educational problems of the migrant worker in the United States are all aspects of the same educational upgrading movement. In the long run, illiteracy which now restrains the productive potential of

more than one half the world's two billion people will certainly be reduced substantially, perhaps eradicated, for all except a negligible percentage. The reduction of illiteracy will push upward the educational goals of all.

Already in the United States almost every child of appropriate age remains in school through the eighth grade. According to 1950 estimates of the Bureau of the Census 98.5% of all children age 10-13 are enrolled in school, 94.8% of the 14-15 age group, and 71.3% of the 16-17 year olds. In the last fifty years there has been a spectacular increase in the percentage of our youth population completing high school. There have been few if any indications that this long-time trend is levelling off. Competent observers, on the contrary, have predicted that within the next dozen years 75 to 80 per cent of all American youth will remain in school through grade twelve. This will push upward the percentage continuing their studies beyond the twelfth grade, quite possibly the percentage obtaining the baccalaureate degree, and, ultimately, the percentage of post graduate students.

Here, then, are the actualities determining the role that the junior college is to play:

1. *The fact of educational upgrading.* As suggested previously, this leads to new and increasingly urgent demands upon the public junior college. The point of beginning and the point of interruption are moving points. The total operation, the materials, the methods, the perspective, are different in kind and in degree from year to year, from month to month. The needs of the nation in just that portion of all of its youth who complete high school cannot be met by a limited and static academic program. Scope, variety, and flexibility are essential to the junior college effort.

2. *The fact of rapid population growth.* Since 1940 in continental United States there has been a population increase of more than twenty millions. The number of live births recorded each year since 1945 is almost double that of the depression years. In 1947 a record total of 3,876,000 live births was reported by the National Office of Vital Statistics. The estimate for 1951 exceeds the previous all-time high of 1947.

The present effect of this population increase upon the public junior college is somewhat restrictive. School authorities are finding it necessary to spend full time upon the urgent problems of elementary education and upon plans for handling the equally difficult problems of providing adequate plant and staff for the upsurge in high school enrollment that is already beginning. That portion of the tax dollar allocated to education is being stretched as never before just to take care of the needs of elementary and high school education. It is increasingly difficult to find public funds for further education of youth and adults in the community.

The practice of taking care of elementary education first may not reflect sound policy for the long pull, it may not be in the community's immediate best interest, but it is certainly a reality today. About 1960 the forward edge of the wedge of our increased youth population will have reached junior college age. As a minimum estimate, by 1965 enrollment in the public junior college could be double what it now is even if the program offered attracts only that portion of the total youth population which is now being served. If the possibilities of a comprehensive community college offering designed to attract new groups of youth and adults is projected, the increase could be three or four times as great.

3. *The fact of technological change.* New developments in science and technology continue to modify the character of American life. Old jobs go down before the machine which creates new jobs requiring greater knowledge and skill. The necessity of continuing one's education indefinitely has become a very important matter to millions of workers. Seldom is a person able to stick to one type of job throughout his work-life. Typically he must shift from one major occupational field to another at least once or twice. Within each field his job changes, required by new products, improved machines, new processes, different techniques, are apt to be more frequent. He must learn to handle new tasks, develop new understanding and new skills, and increase his competency in working with others. In a technological society of free men further education for all workers, voluntarily continued indefinitely, becomes as necessary as good food.

Technological change is the chief instrument by which modern man effects economic change. It is both the cause and an effect. Greater productivity provides more goods and more purchasing power for more people. This stimulates consumer demands that increase markets which in turn encourage new developments that lead to still greater productivity. As a by-product of the cycle, surplus energies are made available for non-productive services that when properly conceived and directed effect social improvement. This makes possible the support and advancement of education of people which leads to new cultural patterns that admit further technological progress.

It is important for all who are concerned with the role of the public junior college to recognize the sequence of change: technological, economic, social, educational, cultural, and back again to technological. No one part acts independently; there is continuous interaction among them all; the movement of any one in time affects each of the others, all of which are bound together by the pervasive influence of education. Viewed in this context the significance of public junior college participation in community economic and educational improvement projects becomes clear. How different this is from the relatively simple and pleasant task of preparing a handful of bright young people for the "professions," for going away from the community rather than remaining to strengthen and improve it.

4. *The fact of business and industrial manpower needs.* Temporarily at least, there aren't enough people to do all of the jobs that need to be done. The rapidly expanding economy of the United States is topped by a baby boom and a defense effort that includes the military and economic rehabilitation of half the world. There is work for all who can qualify. Herein lies our dilemma. All of our young people are needed to help the older ones man the pumps. At the same time we need to have these same young people in school learning how to build more pumps—newer models and better ones. The shortages are particularly acute in science, engineering, the health professions, nursing, and elementary school teaching. There are many other areas of serious manpower shortage.

A part of the tension can be eased in a number of ways: by drawing more married women into the labor force; by continuing older people on jobs beyond the usual point of retirement; by upgrading personnel who can qualify for more difficult and responsible duty; by suspending tasks that are low on the scale of essentiality. Each of these suggestions except the last and perhaps the second, calls for further education of the individual, *concurrent with daily employment*. In like manner some work and some study daily for all youth would seem to be a desirable program for community adoption in every State.

According to a recent estimate made by the Commission on Human Resources and Advanced Training there are approximately six million college graduates living in the United States today, some twenty-five per cent of whom received their degrees since the end of World War II. The Commission further estimates that under current conditions fifty-five per cent of all children who enter the first grade finish high school; twenty-two per cent start to college and ten to eleven per cent graduate from college, yet nearly one person out of three has the intellectual ability necessary to earn a college degree. Only a fraction of our ablest people complete college.

Student mortality studies indicate that more than fifty per cent of all students who enter college drop out before graduation. If we now have six million graduates, then we must have at least six million former students with some college work, a large percentage of whom might be able to make a greater contribution to society if opportunities to continue their college studies were readily accessible to them in the communities where they live and work. Again the argument runs toward some type of local work and study arrangement. This implies the need for a flexible program of educational opportunities extending throughout the day and evening during the entire twelve months of the year.

The availability of jobs with attractive pay is luring many young men and young women into deferring or abandoning altogether their college plans. This is an extremely serious matter for the Nation as well as for each community and every potential college student. Can the public junior college work out a co-operative arrangement with local business and industry that will lessen the present danger of too

few young people deciding it is worth the extra effort to get a college education?

5. *The fact of military manpower demands.* If the Nation for an indefinite period must maintain an Armed Force of $3\frac{1}{2}$ to 4 million, there will be few able-bodied young men left over for work or study during their training and active duty periods for some time to come. In addition, there is now a proposal before Congress to activate on a limited scale a "National Service Training Corps," or "Universal Military Training" program. The cost of operating the NSTC at full strength, about 800,000 men per year, has been estimated at four billion dollars for the first year, when new installations will be necessary, and two billion dollars annually thereafter. Institutions of higher education will find ways of adjusting academic calendars and course schedules to meet conditions imposed by military requirements. The prospect of fewer male students from the eighteen to twenty age group, however, will not ease present difficulties in financing higher education. As yet no serious attempt has been made by Congress to study the various proposals and possibilities for tying either NSTC or the Reserve Training Program or both in some manner into the American system of education. Should any such study be initiated, the contribution that might be made by the public junior college undoubtedly would receive close scrutiny.

6. *The fact of inflation.* The increasing cost of higher education is pricing more and more families out of the college market. The recently published "1951 Survey of Consumer Finances" sponsored by the Federal Reserve System discloses that in 1950 some 30 per cent of all "spending units" in the United States had a gross money income before taxes of less than \$2,000. (A "spending unit" is defined as "all persons living in the same dwelling and belonging to the same family who pool their income to meet their major expenses.") Of the 52 million spending units in America in 1950 nearly half, 49%, had a money income of less than \$3,000; 80% had an income less than \$5,000; and 94% had an income less than \$7,500. Only 6% had incomes over \$7,500. The median income for 1950 was \$3,000.

In general, what portion of a person's income can be set aside for the higher education of his sons and daughters? It is commonly accepted that 25% should be budgeted for housing, but no comparable rule of thumb has been devised for the college expenses of one's children. Medical expense in excess of five per cent of one's gross income are deductible from Federal Income Tax payments. Perhaps we should be prepared to spend as much of current income for higher education in the family as for health services. At best, then, the 30% in the under \$2,000 group would have no more than \$100.00 per year to spend on college education for one member of the family. The top few of the under \$3,000 group, representing nearly 50% of all families, could manage \$150.00 per year, while the top of the under \$5,000 group, includ-

ing 80% of all families, could manage \$250.00 per year, on higher education. With the median tuition rate now at an all-time high of \$360.00 to \$400.00, not many families can afford to pay the college tuition of even one son or daughter, and tuition usually represents no more than one third to one half a college student's expenses for the academic year. Since 1930, college costs have more than doubled. The range now is from about \$600.00 to \$1,800 and above. The median cost per student for all colleges, public and private, is estimated roughly at \$1,200 per year. If you want a college education today, you had better belong to one of the families among the 6% with incomes above \$7,500. The next 14% in the \$5,000 to \$7,500 have a chance, but it is a slim one unless they happen to live in a community that supports a tuition-free public junior college that enables them to live at home at relatively slight expense while going to college.

It is possible that the public junior college may come to serve as the main gateway to the professions. At the University of California, for example, about three fourths of the upper division engineering students are products of the tuition-free public junior colleges of the State. Other engineering schools, such as Massachusetts Institute of Technology, Illinois Institute of Technology, and Rensselaer Polytechnic Institute have developed co-operative arrangements with small liberal arts colleges that enable a student to complete his general education courses in one college before transferring to the other for more specialized work. Upon completion of his studies in engineering he is awarded a bachelor's degree by the first institution and an engineering degree by the second. Should the practice be extended to other major professional fields, the long range implications are startling. The program of general studies through the first two years following graduation from high school might come to be confined almost entirely to the small liberal arts institution serving as its community's college and to the public junior college. The university would tend to concentrate its efforts upon special education in the upper division, in graduate work, and in research. It would have few if any first or second year students. A Federal scholarship plan for university students could then make it possible for nearly all talented youth to develop their abilities fully. Many more public junior colleges supported largely by the States and the local communities would be needed to provide low cost college opportunities for the many, including those seeking to enter the learned professions. The college transfer division as one of many parts of a comprehensive community college program would take on new meaning and significance. It ought not, however, dominate the junior college scene in the way it does now.

There are strong forces at work outside the system of education that are shaping the destiny of the public junior or community college. Educators ought to study these forces, appraise them analytically, and help to translate them into wise courses of action for the common educational good.

Group XV (Monday)—TOPIC: How Can the School Meet Needs of Gifted and Superior Students?

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HOW CAN THE SCHOOL MEET NEEDS OF
GIFTED AND SUPERIOR STUDENTS?

NORMAN B. SCHARER

MANY of us across the nation have for several years been doing an excellent job with the unadjusted students and the retarded students. However, most secondary schools have at the same time neglected an even more important area of education, that of providing special instruction for the gifted student. There are some secondary-school systems which have been cognizant of the problem and are attempting to do something about it by utilizing various techniques. Many of these procedures are simple and easily employed if the administration and the staff are concerned with this top group of students, our future leaders.

It is not the purpose of this discussion to establish the need to promote education for gifted students nor shall we set forth means by which these students may be identified. Educational literature abounds with this information; one needs only refer to the *Educational Index* to find dozens of references on these subjects.

The specific purpose of this paper is two-fold. *First*, to analyze the type of person that is needed to teach these gifted young people. *Second*, to describe some methods of educational organization actually in use in the teaching of the gifted. The speaker will present methods used in California not because this state is doing a better job than other localities, but because he is more familiar with what is being done in this portion of the west coast.

The literary resources for this material include the following: *The Gifted Child*, *Education for the Gifted*, *California Journal of Secondary Education*, *The Bulletin of the National Association of Secondary-School Principals*, *The More Capable Learner in the Secondary School*,

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and *Education for All American Youth*. A short bibliography is located at the end of this article. Other resources are the experiences of fellow educators and experiences of the writer.

WHO ARE THE GIFTED?

In order to make certain that there is a clear understanding of the term "gifted child," it will be well to define it. There is no general agreement but the definition proposed by the Educational Policies Commission is the one most generally accepted: "The term 'highly gifted' is used to designate those who are in the top one per cent of the total population with respect to intellectual capacity (that is, roughly, individuals with an IQ above 137). Similarly, the term 'moderately gifted' will apply to individuals who fall within the top ten per cent below the top one per cent (that is between 120 and 137 IQ)."¹ Thus the group we are concerned with may be said to be those students with an IQ of 120 and above.

WHAT TYPE OF TEACHER FOR THE GIFTED?

Twenty years ago, as a young teacher in an American government class, the writer was most concerned because it was his lot to teach a student whom we would classify as gifted. The problem assumed a major role, for, in his teacher training, no mention was made of special techniques or special abilities needed to work successfully with this type of student. As an administrator, the writer has been concerned with the same problem, for few teachers are equipped to challenge these young people who possess so many latent possibilities.

Of course, the teacher is the key to the whole situation for it is important that these students develop every way proportionally to their classmates. This places a tremendous responsibility upon the teaching profession. What kind of a teacher should teach the gifted? What pre-service training is essential? What in-service training will help him improve his work with gifted children?

Many books on education contain lists of traits necessary for successful teaching. Every teacher probably at least once in his training has been required to make a study of or to list the characteristics essential to a successful career in teaching. These lists pretty much set the same pattern. You know what they contain. However, there is a recent list, published in 1950,² that is worthy of mention for it was compiled by a leader in the field of education for the gifted and because the source of this list was students of elementary and high schools. The analysis of 14,000 letters showed the following traits mentioned in order of frequency:

¹Education Policies Commission, *Education of the Gifted*. Washington, D. C.: National Educational Association and the American Association of School Administrators, 1950, page 43.

²The American Association for Gifted Children, *The Gifted Child*. New York: D. C. Heath and Co., 1951, 338 pp., page 107.

1. Co-operative, democratic attitude
2. Kindliness and consideration for the individual
3. Patience
4. Wide interests
5. Pleasing personality, appearance, and manner
6. Fairness and impartiality
7. Sense of humor
8. Good disposition and consistent behavior
9. Interest in student's problems
10. Flexibility
11. Use of recognition and praise
12. Unusual proficiency in teaching a particular subject

You ask, is it more necessary for teachers of gifted students to possess and practice these traits than teachers of other children? We would all agree that superior teachers of any class of children should possess or strive to possess these characteristics in Dr. Witty's list. Most educators, who have given thought and time to the problem, would emphatically state that, because the gifted child is keen intellectually with unusual insight and is a sensitive person, the teacher must understand human growth and development and perceive inherent potentialities. Securing the gifted teachers who have these fundamental traits is certainly a starting point in an educational program for the gifted.

The basic education for the teachers of the more capable students needs to be no different than the basic education for other teachers, for all teachers must understand child growth and possess skill in counseling. On the other hand, teachers of the gifted must have a keener insight of child development and a greater knowledge of counseling techniques. Teacher training institutions can furnish this background.

Opportunities to work with gifted pupils under the supervision of an expert teacher and in co-operation with the parents is a part of a good training program. Parents frequently exploit talented children or fail to provide them with the experiences needed for a balanced life. The understanding of parent attitudes, usually deep seated, will make the teacher sympathetic and better able to help and direct.

To meet this need, schools of education have developed the laboratory school and instituted special classes. The laboratory schools provide the student with daily experiences with gifted children. Under such conditions, the prospective teacher sees at firsthand and participates in a program that is based upon the understanding of child growth and development.

Some of our larger institutions offer a special class in the psychology and education of the gifted. The following units are frequently covered in such a course: identification, needs, characteristics, importance of home background, educational adjustments, equipment, and materials. Important as this course is, it must be recognized that it is only a basic course and apt to be more theoretical than practical. The greater help is realized through the laboratory because of its functional operation.

Many of us are more concerned with the in-service training of teachers than we are with the pre-service training. The gifted are here with us and are being, to a great extent, neglected. For years we passed the responsibility to the teacher training institutions and complained because we could get no one ready prepared to direct this area of public education. The time has come when we as administrators must do something about it.

If a district needs teachers for the gifted, the answer, in my opinion, is an in-service training program. This technique has, when administered properly, been successful in helping teachers to improve the quality of their work. It can be used successfully to train teachers and others to deal with the talented youngster. The program must be planned and well directed, but an interested leader will find this to be no difficult task. Some effective methods of in-service training are reading and studying groups, university courses, faculty meetings and workshops, child study groups, case studies and conferences, visitation to schools and clinics, experimentation of teachers, and exchange of experiences.

In conclusion, the successful teacher of gifted pupils is one whose chief concern is to help each pupil develop to his full capacity. To do this, the teacher must understand "what makes the pupil tick" and know the better techniques of instruction and of counseling. However, to this must be added a love of children and a sympathetic attitude.

SPECIAL PROVISIONS FOR THE GIFTED

"The education of the gifted must be different from the education of other students in quantity, kind, and the demands for the use of insight. Ideally every school and teacher should have a systematic organization and procedure for the education of superior students, based on a local study and local needs."³

In the last twenty years, many plans familiar to all have been tried to meet these needs. Perhaps it will be well to review briefly these various methods before dwelling at length on two other plans used in two large California high schools.

(1) *Acceleration*. Formerly skipping grades was the most popular method of providing appropriate educational experiences for the gifted child. This device is now used less frequently because it is quite questionable if a child should spend all of his class time with students older socially than himself. Acceleration might be considered if the curriculum is rigid and not adaptable to the individual needs or if there is little hope of curriculum development because of situations peculiar to the community. If this method is used to provide more ap-

³Meister, Morris, and Odell, H. A., "What Provisions for the Education of Gifted Students," *The Bulletin of the National Association of Secondary-School Principals*, Vol. 35, page 42, April, 1951.

appropriate educational experiences for the gifted, it is generally agreed that it should be used sparingly; each individual probably not skipping more than one grade in twelve years of schooling.

(2) *Segregation.* Some large school systems segregate gifted pupils. Results of studies have not been consistent and sufficient data is not available as yet, for the practice is of rather recent origin making the program most difficult to evaluate. In using this method, the educator must squarely face some issues, not the least of these is a new curriculum for the top group. Other issues are the social adjustment of the gifted, materials, class sizes, and equipment. Those who favor this plan feel that the problems can be resolved; those who oppose the plan feel that the answer is not in segregation but special attention in regular classes. The opposition is quick to point out that equal attention must be given to non-segregated classes as to segregated in the matters of class sizes, materials, and equipment.

We must have improved methods for differentiating instruction and we must enrich the total school experiences of the gifted. To segregate or not to segregate depends upon the size of the school, attitude of the community, interest of the staff, and philosophy of the administrator. In the writer's opinion, it makes little difference providing non-segregation does not mean one method of instruction for all.

(3) *Enrichment.* Unfortunately, administrative planning frequently forces students, counselors, and teachers to think of the curriculum in the traditional patterns of academic, non-college, and vocational. This involves prestige connotations and does not encourage planning in terms of individual interests and capacities. The capable student should explore areas outside his so-called pattern of subjects in so far as it is consistent with his major purposes. Master programs and curricula are merely devices to serve the individual student, not merely aids to administrative planning. The California Framework,⁴ a pamphlet evolving out of "grassroots" planning, is doing much in challenging California secondary-school administrators to re-think their philosophy and planning in this area.

Non-academic experiences are invaluable in helping the more capable students for complete development of the individual, socially, physically, and mentally. Manual needs of the physician, scientist, or the engineers on the job are obvious. Most of us recognize this need but find it is difficult to satisfy. If it is not possible or desirable to increase the graduation requirements to include some non-academic subjects in the program of the gifted, the following might be tried: (a) integrate the work of the regular classes with experiences in fine arts, homemaking, or industrial arts; (b) when achievement reaches a high level in an academic course, replace it with a non-academic

⁴California Framework Committee, *A Framework for Public Education in California*. Bulletin of the California State Department of Education. Vol. XX, No. 6, November, 1950.

course; (c) encourage the student to take an extra class in the non-academic area; and (d) release the student from academic subjects at certain hours for needed experiences elsewhere.

All students should study, perhaps in social studies, the qualities that make for worthy group membership and leadership. The more capable, along with the others, will soon recognize these qualities and many of them will be fitted to occupy positions of leadership. They will soon learn that academic superiority is not the sole qualification for leadership in student affairs. The intelligent soon learn to isolate and develop the characteristics of leadership as organizational ability, skill in handling group discussions, etc.

CLASSROOM PLANNING

"Though the total school program may set the pattern for recognizing individual differences, it is within the classroom itself that the pattern is actually fulfilled."⁵ It is in the classroom that he learns to play changing roles, now as a follower, now as a leader, but always a member of the group. It is in the classroom that he learns to work with people different from himself. It is in the classroom that opportunities are provided for him to contribute to the group according to his capacities.

The classroom climate has a great deal to do with providing for individual differences. Climate here refers to the ways through which the group, including the teacher, hope to work together. These ways or controls should be established by the students themselves, but the teacher must be a member of the group and its chief resource person. Frequently, the teacher must give special help in establishing these controls, for most students are accustomed to a formal program.

Classroom environment is, also, important if the group determines the needs and changes. Bulletin boards, seating arrangements, class libraries, room decorations, lighting, and cleanliness have an important bearing upon the learning situation. They can be used as tools of group planning and imagination.

Sharing is an educational technique that has been used very successfully in elementary schools but used little in high schools. The potential of this plan is great and can be readily utilized for the gifted pupils. The gifted pupil has much to share as he understands and has often had mature experiences. Sharing is not only class or individual discussion but also displays, demonstrations, and reports and it may be an inter-school as well as an inter-class experience. Many times it may even reach the community through displays and public programs. Sharing must be truly co-operative with no member monopolizing the time or attention. Also, contributions must be honestly evaluated by the group.

⁵Los Angeles, California, County Schools, Secondary Curriculum Monograph; M-72, *The More Capable Learner in the Secondary School*. January, 1951. 72 pp. page 39.

Working together is the next logical step after sharing. Planning which enters into the organization of the work experiences of the unit has many developmental possibilities for the gifted students. His creativeness may aid materially in the planning. Often he is chosen the leader of the group. Frequently, he will be the person to find the satisfactory solutions. He must learn to co-operate and not to "throw his weight around" if he is to maintain rapport with the group. This teaches him democratic procedures without de-emphasizing the importance of leadership. At the same time, he is allowed to explore or do special research taxing his capacity thus establishing correct work habits.

Drill must not be neglected, for frequently the gifted child is below standard in some of the skills. Attention should be given to the areas in which he does not possess the skill of his group.

Evaluation by the group should appear almost continuously in the classroom. The weighing of values is an important technique needed throughout life. Not only must the capable pupil learn to evaluate the work of committees and other pupils but he must also learn to evaluate his performance in relation to his abilities. Through actual use in the classroom, he learns the various ways of evaluating such forms as the rating sheet, questionnaires, and opinion polls. It is in the classroom that he learns to use and make charts, graphs, and tables.

EXPERIENCES THAT ENCOURAGE GROWTH

Education today is concerned with the development of the whole child rather than with certain traits. The gifted pupil, however, does have certain potentials in specific areas. The school can do much to develop the areas of self-realization, social responsibility, critical judgment, personal mobility, self evaluation, ethical standards, and emotional maturity.

The gifted student does not differ in nature or in interests from his classmates, he differs in degree. Experiences planned for him will not be different from those planned for average boys and girls. The difference lies in the greater number of experiences he is able to encompass in a given period of time and the higher level of achievement. Experiences which offer the greatest developmental opportunities for the more capable students are:⁶

1. *Developing and managing a classroom library.* This should involve the selection of materials as well as the cataloguing. This device can be utilized in all subject areas.

2. *Serving on the Unit Bibliography Committee.* News clippings, maps, pictures, and magazine articles need to be evaluated, discarded, or filed.

3. *Use of the school library.* The gifted child must have ample time in the library. It is important that he learn to use all its resources

⁶*Ibid.*, page 52-69.

among which are the card catalog, reader's guide, and reference books. Here he will learn to take and organize notes, make a bibliography, and use footnotes.

4. *Experience in research and experimentation.* The gifted student may well be encouraged to explore in considerable detail some aspects of his special interests. This research may be in literature, science, homemaking, or any area, for any subject lends itself to research. Opportunity must be provided for the sharing of this research with others. This acts not only as motivation for the individual but it is also beneficial to the group.

5. *Demonstrations.* This has many uses in the classroom and may be adapted to any area of the curriculum. It may be a brief matter of sawing a board or it may be a long process in the field of science. Sometimes it will be the results of individual research while other times it will be the result of class experimentation. New school buildings are providing flexible rooms to make such procedures easier. However, demonstrations such as pruning a tree may take place outside the school building.

6. *Field trips.* These experiences need not be a holiday for the students or a headache for the teacher. Adequate planning by the group can make a field trip very important in the educational career of the young person. It can introduce him to places and persons he will enjoy knowing. It can give a greater feeling of belonging to a community.

7. *Writing for specific situations.* This is a skill that the student frequently enjoys exercising. Opportunities in the line of news reporting, magazine articles, anthologies, and contests must be provided.

8. *Work experiences.* Certainly this method provides the opportunity for excellent vocational guidance as well as the continuation of school experiences.

9. *Service to the class, school, or community.* Areas for service in the past have followed narrow channels and the kinds of service were so limited that they became uninteresting to the participants. However, opportunities for intriguing service abounds and it takes only someone with drive and foresight to take advantage of the situations already existing. Some less common experiences used by various high schools are the harvesting of crops in labor-shortage areas, collecting of food for the Navajo Indians, raising money for the support of a war orphan, the furnishing and operation of a playground in a slum area, job surveys, and making garments for the Red Cross.

10. *Other experiences* are dramatization, displays, notebooks, and collections. These illustrative experiences may be used by groups or individuals. However, since the more capable learner seeds stimulating group experiences, the group approach probably is the most valuable.

"The vital thing to keep in mind for the more capable student—as one must for the average, slow, or the retarded—is the fact that he is a

young individual finding a suitable place for himself in society. The schools have a responsibility to help him with this task by seeing him as a person whose unique abilities are to be discovered and developed within a good educational climate which attempts to provide for all educational differences."

THE MODESTO PLAN FOR SUPERIOR STUDENTS⁸

A plan of instruction which gives special attention to the gifted student has recently received wide acclaim on the west coast. This was developed and is being used successfully by Modesto High School located in Modesto, California. All elements of the plans are not new and similar plans may be in use in other parts of the United States. However, the writer feels it is of enough value to be described fully here.

The course is a two-hour-a-day program for selected eleventh- and twelfth-grade students. During the remainder of the day, these students attend regular classes in the fields of their interest and the regular physical education classes. Students are chosen for this special group by the means of several criteria. *Firstly*, a list is compiled of all tenth- and eleventh-grade students with IQ scores of 123 or above as determined by the *Otis Test* or the *California Test* of mental maturity. *Secondly*, the faculty is asked to recommend students from these two levels who they feel belong to the gifted group. *Thirdly*, these two lists are combined and a study is made of all these students from the standpoint of performance records, achievement test scores, and IQ. This results in some reduction of the total number. *Fourthly*, the students remaining on the list are given the *American Council on Education Test of Mental Maturity*. *Fifthly*, the twenty students with the highest percentile rankings are interviewed to determine their interest in the special course. *Sixthly*, the parents of the twenty interested students are interviewed personally to gain their interest and co-operation in the program. *Lastly*, the final list is given to the advisers who program their respective students for the class in "Independent Study."

Both class instruction and individual instruction are used, depending upon the material being covered. Much of the work in the required courses is offered in the conventional classroom manner in order to give the student experience in typical classroom techniques. However, the student-teach technique and the term paper are the basic activities. Students may check out to work in the library whenever they are not required to be in the classroom for group or individual work. Courses like mathematics are taught on the informal contract plan, with the students setting up their own contract. For language

⁷*Ibid.*, page 69.

⁸Jumper, Will C., "The Gifted Child in High School," *California Journal of Secondary Education*. Vol. 26, page 76-82, February, 1950.

classes and special work, the students are "farmed out" to other teachers. Guest lectures by other faculty members are used to enrich the program.

In planning this course, Modesto has been motivated by certain basic principles: (1) the more capable learner is capable of seeing interrelationships and reasoning abstractly; (2) much drill and repetition is unnecessary and boring to the gifted student; (3) all intellectually gifted students are preparing for college; and (4) by directed experience in a combination of required and elective courses, increasing in freedom in the twelfth year, student direction can be fostered.

The following objectives were formulated with the above basic principles in mind: (1) to develop a respect for intellectual achievement, the student's own abilities and the capabilities of his mates; (2) to develop an appreciation of literature and the arts as they relate to life and to the sciences and other academic discipline; (3) to develop certain knowledges and skills and to master the techniques by which these knowledges and skills may be obtained; (4) to develop the necessary skills for university study; (5) to develop the concept of interrelationship of ideas, forces, and people so that the student can see the world as a whole; and (6) to develop the concept of working for more than grades and college entrance requirements.

The content of the course depends upon the student's interest and his grade level. Junior students take ten semester periods, the normal amount for a two-hour course, five in American literature and five in American history. He may also elect mathematics, language, or an additional project in social studies. In his senior year, the student is required to take at least ten semester periods, five in English literature and five in a course of his own selection from humanities and social studies. He may also elect mathematics, language, or an added problem from the list above. All credit courses are recorded but a maximum of thirty units is allowed each semester to count toward graduation. A check on the students now in the university indicates that the training has been valuable. Success is also shown by the adjustments, both social and educational, that the students have made in the course.

Modesto would be the last to insist that the plan is perfect. Recently, two students actually failed a portion of the course. Other problems as teacher load, teacher training, and program expansion need study. In spite of the usual problems, Modesto believes in this experiment and thinks it will prove itself.

ANOTHER EXPERIMENT

In the spring of 1951, the language department of Alhambra High School, Alhambra, California, presented to the writer, who was then the principal, a plan which would enable capable students of Spanish to complete four semesters of work in three semesters. After much discussion and evaluation a plan, now in operation, was adopted. Stu-

dents for this special class are selected by three criteria at the end of the first semester of study. *Firstly*, the teachers nominate possible candidates. *Secondly*, the list is consolidated and the potential of each individual is evaluated. *Thirdly*, the student is consulted to determine his interest in the special program. *Fourthly*, the plan is explained to the parents of the student in order to gain their interest, consent, and co-operation.

The content of the course is not basically changed although special materials for enrichment are used. Regular work is covered; the plan is simply one that will enable students to earn four semesters of credit in three. This makes it possible for the student to broaden his educational experience by taking an additional elective in another area, preferably fine arts, industrial arts, homemaking, or business education.

The chief problem in establishing the experiment was teacher resistance, but this was partially overcome by carefully explaining the purposes, content, and techniques of teaching. The plan is being carefully watched by other departments of the school and, if successful, it will probably be adapted to their area. The plan is simple and easy to operate, but it does have definite possibilities.

IN CONCLUSION

Of course, there are many problems when one does something different or out of the ordinary in curriculum. Educational literature abounds with the many hurdles to instruction for the gifted. Difficulties in this program can be met by the administrator who has interest and imagination. Let's recognize the need and do something about it.

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HOW CAN THE SCHOOL MEET NEEDS OF GIFTED AND SUPERIOR STUDENTS?

HYMEN ALPERN

EVERY generation is so busy honoring the neglected heroes of the preceding one that it has no time to take inventory of its own, and every generation condemns the preceding one for having rewarded mediocrity and rejected genius. Must this be the eternal history of man? Cannot an enlightened democracy break the vicious chain and alter the age-old saying that it may read: "A prophet is *not* without honor in his own country and in his own house"? It is for us, the teachers of our potential prophets, to watch with the intentness of those who would discover new stars through a telescope or new lives under the microscope for the burgeoning signs of genius, of talent, of gift, of intellect among the multitude of young people entrusted to us. It is for us to watch and to tend and to help mature.

And to allay the fears of those who—not without justification—point to the terrors committed by those who proclaimed themselves "superior" we must define the term with the utmost care. We must interpret "superior" men as those who use their talents for service to mankind, for peace, for deeper understanding, and therefore for greater love between the people of our own nation and the peoples of the world. And this interpretation must be made clear by a variety of realistic examples to the children themselves upon whose foreheads we place the sign of "superior," that they may not become haughty and in their vanity vicious.

Quite as important, we must reinterpret the meaning of democracy—not in the sense of equality of gifts or abilities but in the sense of equality of opportunities; for otherwise we should have to agree with the wolves who say to the sheep, "We have the same number of teeth; therefore, we are equal." And we must offer these opportunities to all, or else the same wolves may pursue their argument and say, "We eat flesh, you eat grass. Our opportunities are equal."

And to those who think that genius, like a river, finds its own level, we should say that while it is true that many outstanding people were in classes and schools where they were not given special attention, who knows how many, more timid or more delicate, were lost to the world because they were not prodded on or guided?

The period of storm and stress in which we are living has at last awakened our government to the need of taking special care of our treasure—as witness the current draft-deferment policy based upon superior intellectual abilities and the proposal by high government authorities to establish generous Federal grants-in-aid for superior stu-

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dents. Added impetus to the drive to harness and cultivate this priceless resource has been offered by the Ford Foundation, which has begun to ferret out the most promising of young high-school students and help them through college with liberal financial assistance.

To the credit of many secondary-school educators, it must be said that they have for a long while pondered, discussed, and attempted to come to the aid of our exceptional students. Little, however, has been accomplished—due in part to the failure of schools of education to develop suitable materials, techniques, and personnel. Far be it from me, a secondary-school educator, to presume to advise professors of professors what to lecture about. Yet, if we are to begin to plow, who shall train the farmer and who shall give him the tools? Seeds die in the wrong soil planted by clumsy hands using their tools as hatchets.

The fault lies with all of us, and recriminations are futile and only make matters worse. We are here neither to pass judgment nor to seek refuge from blame. And first of all, we must get our semantics into shape.

WHAT ARE THE GIFTED?

While I do not like the term "superior" because of its undemocratic, snobbish, intolerant overtone, I recognize it as a term used interchangeably with "gifted," "bright," "talented," "better," and "exceptional," to designate one who because of exceptional powers is able to do much more work and much better work than the average student can do in the same time and at the same age. Some educators classify students in that category if they are in the upper ten per cent of a group. Others limit the classification to those who have an IQ of 130 or above and outstanding achievement in one or more subjects. Mental measurement has enabled us to define the gifted child as the most intelligent one in a hundred. This one per cent includes those with an IQ of 130 to those with an IQ of 200 who are the topmost limit of human genius.

There are in the United States today more than a million individuals who would rate as incipient geniuses by the definition of the term used above. There are approximately 2,700 whose intellect is equal to that of the outstanding leader among the great men of modern times, John Stuart Mill. Some of these people will live and die humble members of the community whose only public praise will be, "He's smart—for a garbage collector" or "She remembers more than three hundred recipes and can tell them to you without ever looking in the book." Some would accept the definition of the term "gifted" as applying not only to those of high general ability, but also to those of high ability in a special field. If we include the latter, would not Joe Louis be a gifted person by this definition, and—perhaps—Frank Costello?

We do not know how vast a number of individuals of extraordinary intelligence walk the streets of our towns and cities today, their abil-

ity unrecognized, their potential usefulness partly or wholly wasted; but even if they were but a handful, we should consider ourselves guilty of a shameful slaughter. For a civilization based upon democracy must respect the *individual* and consider each soul precious. Is not this the gist of our formidable battle against totalitarian despotism?

The fault is not wholly that of the school, to be sure, but that does not exonerate us. Why haven't we recognized the brilliant man when he was in our classes, and why haven't we helped to mold him properly?

As a nation, it must be recognized, we are not respecters of intellect. We entertain all sorts of superstitions regarding giftedness which have no basis in fact and which have been exploded by scientific observation and experimentation. There is that bromide that beauty and brains do not go together; or that consolation of the mediocre that a "highbrow" is eccentric, neurotic, even anti-social. Even if geniuses were neurotics—a theory quite exploded—surely not all neurotics are geniuses, or our country would pullulate with geniuses, since hospitals report that there are between eight and nine million known neurotics and probably millions more unknown. There is also that fatuous argument of the "self-made man" who can barely read or write and has amassed a fortune, that precocious children amount to nothing in later life, and that, anyway, gifted men are apt to be dwellers in ivory towers. The truth is that the roster of great minds who were also great fighters for truth and justice and freedom is endlessly long.

In spite of these widely held misconceptions relating to the super-normal child, investigators of the recognized competence of Hollingworth, Terman, Lorge, and Witty have established the fact that he not only possesses superior intellectual capacity but is also a well-integrated, healthy, happy, personable, sociable, and friendly human being. To be sure, his intellectual interests and reactions are somewhat disturbingly alert, original, and mature as to lead some educators, who feel ill at ease in his presence, to minimize the differences between him and the ordinary pupil. However, one keen student of the gifted, Superintendent Frederic Ernst of New York City, wrote me: "I sometimes feel that there is almost a generic difference between people like Einstein, Newton, Pascal, and, for that matter, the hundreds of bright men that constitute the mainstay of western culture and the rest of us."

WHAT ADMINISTRATIVE PROVISIONS CAN BE MADE?

How shall we translate the desire to help the gifted to reality? I can best answer this by stating briefly what has been done in the high schools of New York City.

1. *Honor classes.* We have special classes in almost every high school for pupils of superior attainment in particular subjects. The pupil follows an enriched course in the subjects in which he shows special aptitude, while attending regular classes in other subjects.

2. *Separate specialized schools.* New York City has a number of high schools whose purpose is to provide curricula for students whose interests and capacities merit advanced, specialized training.

3. *Schools within schools*, commonly known as Honor Schools. Of these there are three types. One is based on the multiple factor theory of intelligence, which recognizes a number of intelligences rather than a single one—the abstract, the social, and the mechanical. Another, based on the unifactor theory of intelligence, claims that intelligence is general and simple in its function. The third is based on the bifactor theory of intelligence, which includes a special ability. Thirteen of our high schools have distinct Honor Schools, each of which functions as a planned, co-ordinated, and unified organization under a faculty carefully chosen from among the best teachers in each department.

In those high schools which have neither Honor Classes nor Honor Schools, the special needs of the more brilliant boys and girls are sometimes met by "the enrichment of experiences and the widening of horizons." But regardless of organizational differences, we all attempt to identify and provide for pupils of superior endowment and superior achievement. There are, of course, philosophers and educators who decry the separation of pupils, considering it a loosening of the foundation of democracy and the beginning of an aristocracy which splits into classes, eventually creating a vast pyramid of human beings riding on one another's necks—a pyramid of vanity, hate, and inequity. But we may ignore their arguments and their fears, confident that our democracy is rock-bottomed and can withstand all the evil winds.

HOW CAN GOVERNMENT HELP?

The things which can be done for the "gifted" or "superior" student are limited, of course, by the framework within which one must work out the problem. Some European countries have not only provided superior students with all the costs of a secondary and university education, including the cost of living as well as the cost of tuition, but have also provided the parents of these pupils with an income deemed to be the equivalent of the amount the student would contribute to the home if he were working. France has been one of the pioneers in this field. We sometimes forget that Alfred Binet was trying to select pupils who would be good risks for the French government when he developed his intelligence tests. Claude Debussy and Cesar Franck were both educated at the expense of the French government. Indeed, one would be amazed at the number of prominent men who have been educated at the expense of the French government.

In America, the number of college and university scholarships and fellowships is now so large that some educational administrators think it would be better to help fewer students and to help each student more. The same amount might be divided among fewer. The work started by Binet has been developed to such an extent that college and university success can be predicted more accurately than was formerly

the case. This makes it possible to reduce the number of poor academic investments.

I raise, then, two points: (1) to what extent should the Federal government go in investing in the secondary, college, and university training of gifted students? It is understood, of course, that the selection of the students to be helped would be made on a scientific basis. And (2) since one must assume that the amount of money to be spent is limited, shall the government do much for few or little for many? That is, how thin or thick should the government spread itself?

HOW CAN THEY BE HELPED TOWARD A HAPPY AND FRUITFUL LIFE?

It is commonly accepted that gifted pupils may become leaders and innovators in many different fields. It is particularly important for them, therefore, that they be thoroughly grounded in the traditions of our culture in both general and special fields. The great heretics have been bred in the faith. Enduring and beneficial changes have not been brought about by shallow, supercilious skeptics. Iconoclasts who have not begun with a sincere devotion to an ancient heritage know neither what ought to be destroyed nor what new symbols of faith should be erected.

Accordingly, the school should not, in teaching him to think, teach the bright pupil to doubt the truth of things that most men reverence. If he feels compelled to do that in later life, that is another matter. We should strive to develop in him a certain spirit of humility and impress upon him that there were just as able and just as intelligent people five thousand years ago in Egypt as there are in the United States today, that knowledge has not been discovered in the pupil's own day and generation.

Yet the school should not force him into a groove, which leads but to sterility. It should cherish independent thinking; it should cultivate initiative; it should welcome new methods and new ideas, even those which originate with the pupil himself. Or else, we would have to accept as truth that "from time immemorial education has been the method of indoctrinating the youth with the prejudices of its elders" and that "education is but the training to express eloquently one's prejudices."

The gifted, the near geniuses, and the geniuses have often been unhappy and maladjusted people. The fault for much of this discontent might be charged to their teachers; *first*, for failing to realize that one of the main functions of intellectual guidance is to discover and develop not only every child of exceptional ability but also the exceptional abilities of every child; *second*, for neglecting to give them special social and personal direction as well as intellectual guidance.

Superior pupils need superior teachers. Such teachers should be endowed with high intelligence, unusual competence, deep and broad scholarship; a mature sense of values; genuine understanding and appreciation of superior young people; experimental-mindedness and adaptability; and vitality, willingness, and readiness to work hard

and cheerfully. It has been even suggested that the teacher ought to be good looking and witty, for gifted children have highly developed aesthetic sense and a discriminating sense of humor. He should be able to encourage the inquiring mind and even invite embarrassing questions. He should be devoted to the truth and not be afraid to confess his own ignorance. He must be devoted to the spirit of inquiry and should possess the spirit of contagious enthusiasm. He should sympathize with the shy and the diffident and know how gently to curb the pedantic and the aggressive. He should combine emotional stability with flexibility of mind and should be able to inspire his students with his vision, for their impulses for generosity and nobility wait to be tapped.

While it may be argued not without some justification that we ought not to discourage young people from being "different" and that the brilliant ones are not suggestible anyway, we ought, nevertheless, to try to help them get out of their shells so that they may be accepted by their contemporaries. However unsuggestible they may be, they do respond to friendly, intelligent guidance offered tactfully by sympathetic teachers whom they like. They may be home-room teachers, the guidance counselors, or special mentors. According to the last plan, one or two students may be assigned to each teacher who advises them and follows their progress through school and after.

In addition to good educational and social guidance, gifted pupils need effective character training. Unfortunately, the world has been seeing too many disturbing evidences of irresponsible genius. One of the most important manifestations of good character is loyalty—to one's ideals, to one's country, to one's school. Gifted students should be helped to recognize that they owe to their respective schools loyalty, gratitude, and an interest that will last long after they have been graduated. In this way, they may be able to help the school and to inspire many students of a later generation, and, it is hoped, to develop similar loyalties to their country and her ideals.

As far as ideals are concerned, the gifted pupil, because of his superior awareness, may often be confused since our society, though giving lip service to mature values, more often seems to be guided by very different ones. Thus, he particularly needs a "faith to live by" if the inconsistencies he sees all around him are not to lead him to cynicism, opportunism, or even an enthusiasm for an alien ideology which seems to offer a cause to which he can devote himself. Teaching religion is not, of course, the province of the public schools; but the public schools can do much in helping pupils to realize the importance of values, to develop their own values, and to be guided by these values in their relationships with others and in the planning of their own lives. Gifted pupils, since they will, if they develop their gifts fully, eventually surpass most of their teachers and advisers, must learn to judge the quality of their own achievements, to make deci-

sions, to carry out plans, and to cast off dependence upon others. To accomplish these worthy objectives, they need self-discipline and self-guidance as well as a limited amount of skillful guidance by their teachers.

Besides developing values in which he believes and by which he can measure his growth, the gifted pupil needs to discover the field in which he can work with the greatest personal satisfaction if he is to make the greatest use of his talents and the maximum contribution to society. Since gifted pupils are, with a very few exceptions, superior in many fields, their pre-vocational education should be as broad as possible. Too early specialization is not conducive to their happiness, their best development as persons, nor to the discovery of a vocational field which will bring them satisfaction as a life work.

HOW AND WHAT SHOULD BE TAUGHT?

Problems of administration, segregation, and social or ethical training, important and even essential though they may be, are not central in the education of the gifted pupil. All too often a fine organization is set up and is then assumed to result more or less automatically in an adequate program.

But gifted pupils are in the vast majority of cases gifted intellectually, and it is in the field of learning, reading, studying, acquiring knowledge, and creating, that their needs must be met. Far too little attention has been and is being given to this problem of his instruction: the setting of standards, the adaptation of curriculum, its enrichment, its possibilities in the way of integration, correlation, or core curriculum; the choice of classroom procedures and of methods of instruction; of vocabulary and semantic training; of stimulation and clarification of his powers of reasoning; in short, of all the matters that belong to teaching in the exact and limited meaning of the word. Too often the gifted pupil is merely given more work of the same kind; too often the only "enrichment" he gets is increased familiarity with the school building as he runs errands for the teacher; too often his special aptitude is rewarded by permission to clean the blackboard.

This adaptation of instruction then is the direction that future study and development should take after the general problems of selection and administration have been met. I cannot even begin to deal with them here.

CONCLUSION

Not all our specially trained gifted pupils will grow up to become leaders, but those who will remain non-leaders will, if properly educated, become wise followers, discriminating and a little skeptical, aware of the fact that bigness sometimes devours greatness. They will also know that every wolf has in his wardrobe a sheep's coat and is bi-lingual—he howls and he bleats. Moreover, they will prompt the

wise leader to follow the people, even as a good shepherd walks behind his flock.

Every ideal is part illusion, but we must remember that to reach the hive is of lesser importance than to gather the honey.

Group XVI (Monday)—TOPIC: How Can a School Increase Its Holding Power of Youth?

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HOW CAN A SCHOOL INCREASE ITS HOLDING POWER OF YOUTH?

LEONARD M. MILLER

SCHOOLS definitely are reducing the number of early school leavers. There is evidence that school administrators and their staff members are giving serious consideration to the reasons why pupils drop out of school and are meeting with success in correcting many of them.

This paper is concerned with what the schools themselves have done to increase holding power. There have been other forces at work not directly related to the efforts of the school which may contribute to the increased enrollments. Among these are an improvement in the *per capita* income; a broader distribution of wealth; publicity as to the desirability for youth to complete high school given by many agencies, including the Armed Forces and Selective Service, by personnel officers directly, and through films, magazine and newspaper articles; the impact of urbanization and suburbanization; and migration to educationally superior states or areas. More research is needed to determine the extent to which influences outside the school and specific services within the school respectively contribute to holding power. Meanwhile, the report which follows identifies practices which, on an empirical basis, seem to indicate a promising effect on the school's ability to retain its students.

Statistics show that the number of persons graduated from public and private high schools, per 100 persons 17 years of age in the school year 1947-48, was 54.0 and for 1949-50 was 58.0.¹

¹*Statistical Summary of Education, 1947-48*, p. 27. U. S. Office of Education, Federal Security Agency, Washington, D. C.

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Schools in increasing numbers are attempting to develop educational programs around the needs of the individual. To verify this statement, the speaker studied the programs of some 50 schools which claimed they were doing things which had some tangible effect upon an increased power to hold students.

These practices are classified under several categories listed in order of frequency with which the majority of schools reported them. In some instances, actual statistics are quoted to show the extent of change produced. Types of services and practices are classified under seven headings.

I. PROVIDE BETTER COUNSELING SERVICES

Almost without exception schools studied indicated there was a marked improvement in student attitude and in holding power when more and better prepared teachers were released for counseling. Counseling services of the following nature were reported:

A. With about 100 guidance counselors in action, child study and workshop programs were introduced which resulted in better understanding by teachers of each child's needs.

B. Counselors and teachers were instructed to be alert to discover pupils who needed special help in adjusting to the new environment.

C. With at least one full-time adjustment teacher in each elementary school and an adjustment teacher and vocational counselor in each high school, provision was made for pupils at elementary- and high-school age to receive individual treatment when referrals were made by teachers of pupils in need of special help.

D. Through consultation by counselors using periodic reports by teachers of pupils vulnerable to school leaving, special attention was centered on the individual needs of these pupils by providing curriculum changes, supplying more appropriate learning activities, meeting economic needs, or by correcting other conditions causing problems.

E. By improving and extending counseling services at all grade levels, the needs of pupils requiring special assistance were being met.

F. There was a decrease in drop-outs when the number and variety of guidance workers (head counselors, teacher counselors, placement counselors) were increased, and the counselor-pupil ratio was decreased.

G. A guidance committee with representatives from all of the high and elementary schools developed a manual in which was recorded a description of clinical and other resources available to pupils, parents, and teachers in adjusting individual pupils' problems.

H. Time was provided for counselors for personal interviews with parents of students with symptoms of leaving school.

I. An attempt was made to have each pupil known well by at least one teacher or counselor. The school counseling program inevitably

contributed to the holding power of the schools. It provided counseling help for pupils who were referred or who came voluntarily. The problems reported included a wide range such as behavior, personality, school work or attendance, vocational concerns, or social relationships. Help extended to pupils in solving these meant that many pupils were encouraged and helped to remain in school. Class advisers and other teachers were asked to refer to counselors pupils who were thought to be considering leaving school, in order that there would be careful exploration with the pupil and with his parents.

II. PROVIDE A FLEXIBLE CURRICULUM

There was a gratifying increase in the number of schools which have introduced a flexible curriculum with wide latitude for the development of units based upon the individual needs of pupils. Procedures of the following nature were reported:

A. Pupils not qualified for either vocational or academic high-school courses might choose general vocational courses. In one system, of those who could have left school to go to work, 3,250 were retained by a system of instruction apparently attractive to them.

B. When a student was no longer interested in the course he had chosen and adjustment in line with his desires and needs could not be made within the high school in which the pupil was enrolled, courses in other high schools more in line with the pupil's needs were explained to him, and an opportunity afforded to apply for transfer to another school.

C. Courses in family living which feature personal relationships, budgets, problems of day-to-day family life and courtship were claimed by many high schools to have positive holding power effect.

D. Courses devoted to guidance objectives, especially those related to orientation between receiving and sending schools, units in vocational and educational information and job orientation were considered as contributing to holding power.

E. A reorganized secondary school program of studies, highlighted by a change-over from the older, more stratified and rigid combination type curricula to the more flexible, pupil-centered "constants with variables" type, was reported as contributing to increased holding power. A student might choose a major sequence or sequences under this program for three or four years, or he might elect a wide variety of unrelated subject fields from year to year even until graduation. Individual guidance thus became the key to effective educational planning for each pupil. Carefully prepared manuals on patterns of studies with vocational implications were used for teacher and counselor use.

F. Many schools have developed differentiated curricula; double and triple track systems were employed in such subject areas as English, mathematics, and social science. These included courses of a

less "academic" nature at some levels, especially for certain pupils who planned to terminate their academic careers with high-school graduation.

G. School-work projects were reported as having a marked effect upon the increased holding power of schools. These were reported as being helpful from many points of view. Teachers in many subject fields allowed individual pupils to apply their work experiences to the respective courses of study. The employment made a subject more meaningful and helped students to meet economic needs. Schools found such programs helpful at times in assisting students in adjusting personality problems. Many combinations of school personnel were involved—the teacher, counselor, placement counselor, health specialist, and visiting-teacher.

One school reported that the school-work projects in the junior and senior high schools, under which pupils spent part of their time in school and part on the job under the supervision of trained co-ordinators, had been very valuable in increasing the school's holding power for three main reasons:

1. Pupils engaged in this program began to see the value of an education and its relation to real life.
2. Pupils were enabled to earn money, which not only made it possible for them to remain in school, but increased their self-respect.
3. Teachers in charge of these pupils learned to minimize fixed subject matter, to show a more personal interest in their pupils, and to be more creative in finding and using a variety of teaching materials.

H. One large city school system reported that all of its high schools had incorporated into the curriculum a program which aimed to improve the reading skill of those students entering high school with a deficiency in reading high school materials.

III. PROVIDE FOR THE RETARDED AND MALADJUSTED

Vulnerability to early school leaving is frequently found among the seriously retarded or maladjusted pupils who find it difficult to succeed in regular classes. Schools report an increasing number of adjustment classes where the pupil is given a feeling of security by adjusting the work to his interests and level of achievement.

A. Especially noticeable was the large number of schools which have introduced classes for slow learners. Special training classes were becoming a part of the program offerings in many secondary schools. In some states special legislation facilitated provisions for such classes. High schools discovered how the slow learner can be taught to live better, how to use his capacities, and how to become a useful member of the community. Those schools which contemplate introducing special classes for the slow learner were advised to be certain that there was a readiness for these, especially upon the part of staff members, and also that there would be support from parents and

board members. In school systems where these programs have functioned most effectively, a period of preparation of one to as many as three years preceded their actual beginning.

B. Of equal effectiveness in increasing holding power was the rapid expansion in the number of schools which provide classes for the physically handicapped. These classes were intended for all pupils who suffer extreme impairment of one or more of their senses or some other severe physical handicap. These courses frequently required special facilities and specially trained teachers. In the classes reported were those for the hard-of-hearing, those with impaired vision, and those with speech difficulties. In a surprising number of instances, especially in the large cities, special teachers were being provided for pupils with rheumatic heart disease, post-polio conditions, cerebral palsy, severe asthma or other severe physical handicaps, and, in addition, teachers for those confined to their homes.

By providing both teaching and guidance services for the slow learner and the physically handicapped, a group of students who were excluded from schools heretofore in many high schools now stayed longer periods of time and many of them until they were graduated either with a diploma or certificate of high-school completion.

IV. SENSITIZE TEACHERS TO NEEDS OF PUPILS

At least ten schools reported that teachers more rapidly accepted changes in teaching procedures and extra roles, such as counseling students or collecting data when they became fully aware of why and to what extent pupils were dropping out of their own schools.

A. One school reported that after conducting a faculty study group for one school term there was substantial agreement that school attendance would improve only as the staff members assisted all pupils in meeting their individual needs in terms of their interests and abilities. This school staff adopted these goals: (1) school work must be adjusted to individual differences; (2) causes of failures must be remedied as soon as possible; (3) reporting of pupils' progress should be changed from a grade standard to an individual standard for each pupil; (4) the school must eliminate many "squeeze-out" practices for students academically sub-standard, such as ineligibility for athletes and club activities; and (5) disciplinary policies and practices must be revised so that the maladjusted pupil could be thought of as a person needing remedial treatment rather than a subject for penalty or elimination.

This school claimed that when the program was started approximately fifty per cent of the ninth-grade students eventually graduated from the city's high schools but that at the present time in three of the high schools more than ninety per cent of freshmen now remained to graduate.

B. Many schools were conducting in-service training programs for all teachers. These programs centered upon child-study techniques and series of lectures conducted by eminent psychiatrists, psychologists, and other leaders in the field of child study.

V. PROVIDE DIAGNOSTIC SERVICES

Most of the schools reported the use of specialists as being of definite assistance in helping students to stay in school for a longer period of time. These included reading specialists, as well as clinicians, such as psychiatrists and psychologists.

The efforts of the reading specialists were mentioned most frequently as being essential at the high school as well as the elementary level. An understanding of the reading skills, reading achievement expectancy, and reading difficulties for each pupil was reported as being one of the chief factors in assisting pupils to stay in school. Remedial reading programs added to the school's holding power.

A. One school system had a broad program in the field of remedial and developmental reading with seventy-three trained teachers of remedial reading, working in junior, senior, and vocational-technical high schools, under the direction of a very capable co-ordinator.

Teachers in this program were in an excellent position to collect data on the effect of improved reading skills upon the pupil's adjustment to school life and his resultant increased willingness to remain in school. This project has been going on for three or four years. Pupils remain in the remedial groups for a full semester or longer, and receive credit for regular English work.

B. Psychological service was also mentioned as helpful to students in adjusting to school and in understanding themselves by supplying objective data through tests. The school psychologist was used to assist teachers, counselors, and pupils in the interpretation of data.

C. For a small percentage of students who were so extremely disturbed that they needed competent psychiatric diagnosis and treatment, psychiatric service was indicated as being essential.

D. A few schools reported that it was the close teamwork among the specialists in the respective diagnostic services that resulted in the schools helping students to stay in school longer.

VI. RESEARCH STUDIES OF DROP-OUTS

Practically every school reporting indicated a need for making constant research studies on various aspects of the problem of school leavers.

The nature of these studies varied considerably. Many of them were fostered by a state department of education. State studies of this nature were conducted by the following states: California, New York, Illinois, and Virginia.

A. Some studies were designed to establish a uniform pupil accounting procedure to make possible the collection of comparable data concerning holding power, drop-outs, and school leavers within a given state or among cities of like population.

B. Some were concerned with studies of patterns of growth and influences which showed a relationship to school leaving or adjustment in school and life.

C. Some attempted to discover how well the school prepared students for adjusting to employment, further training, family living, and their obligations as a citizen. Studies of this type were used to evaluate previous curriculum offerings and services offered by the school and to determine what changes, if any, were needed to serve school youth more effectively.

D. In one large city, groups of 125 children in three academic and one vocational high school were being used as experimental groups. All of these children were identifiable potential drop-outs. (Such criteria as achievement level, IQ, attendance, behavior, family background were used for identification.) Criteria for school selection included the type of population, the school's past holding power, and the interest of the principal in co-operating. Matched experimental and comparison groups were drawn from a single school population.

It was hoped that results of these experiments would shed light on the broader questions of whether children should be kept in school as long as educable; whether the high schools should attempt to retain all children until course completion; and the extent to which all children who can profit from education are kept in school.

E. Schools which are concerned with the problem of drop-outs also use commonly the results of research studies in in-service training programs to sensitize teachers to the needs of individual pupils; to prepare teachers and counselors to serve youth more adequately; to acquaint the community with the needs of youth; and to secure better understanding and support for improving the services of the school.

VII. MISCELLANEOUS PRACTICES

Other activities, projects, and programs which a few schools reported as having some definite influence upon increased holding power were the following:

A. One city became concerned about the large number of students who failed to return to school after the summer vacation. Through a concerted effort, which involved the services of the school counselors and selected members of Parent Teacher Associations, a considerable number of students who could profit by further high-school training decided to return to school.

B. Some schools assigned special counselors to probe into the cases of pupils who showed tendencies for failing repeatedly. They

reported that within a period of two years of this practice students with repeated failures were almost non-existent.

CONCLUSION

The chances are that any school which follows the above procedures to a reasonable degree may reduce the number of early school leavers to a bare minimum.

If schools want to rate themselves on each of the areas of service mentioned above, a rating scale similar to the following may be employed:

<i>Service Area</i>	<i>Inadequate</i>	<i>Moving toward the minimum practice</i>	<i>Minimum Practice</i>	<i>Moving toward the potential optimum prog.</i>	<i>Potential optimum prog.</i>	<i>Total Score</i>
Score	(1)	(2)	(3)	(4)	(5)	
I. Provide better counseling services						
II. Provide a flexible curriculum						
III. Provide for the retarded and maladjusted						
IV. Sensitize teachers to needs of pupils						
V. Provide diagnostic services						
VI. Research studies of drop-outs						
VII. Miscellaneous practices						

A score of 25 should place the school well above the average. The score is relatively insignificant. What actually matters is this: Is the school doing all within its power to meet the needs of each youth who should be enrolled? At the junior and senior high-school levels, one

fairly good proof should be the fact that very few pupils drop out of school before they graduate. In elementary schools, where the law compels attendance, similar proof might be reflected by reduced ratios of retardation.

HOW CAN A SCHOOL INCREASE ITS HOLDING POWER OF YOUTH?

ERNEST F. WEINRICH

THE FACT that the subject, "How to Increase the Holding Power of Secondary Schools," appears on this convention program is an indication that our profession recognizes the problem of drop-outs as one of the major educational challenges today. One should very quickly add that this challenge not only applies to the present but is likely to be with us during the professional careers of the administrators who are now serving as the educational leaders of our secondary schools.

We have a problem of drop-outs because we have set our sights higher than ever before. The proportion of youth between the ages of fourteen and seventeen enrolled in our secondary schools has shown remarkable gains. In the thirty-year period between 1920 and 1950 the proportion of the fourteen- to seventeen-year age group in secondary schools increased from 32 per cent to 75 per cent.¹ During approximately the same period the holding power of the secondary schools rose from 27 per cent to 48 per cent.² The rising trend in the holding power of our schools seems to suggest that the 48 per cent figure will be surpassed as high-school graduation increasingly becomes a minimum requirement for entrance into the vocational world as well as for admission to further education. Although it is likely that the trend toward increased holding power will continue, educators in many communities will consider that they have a drop-out problem until their holding power is nearer 90 per cent than 48 per cent.

If we are to make further appreciable gains in increasing the holding power of our secondary schools, the next five to eight years are the crucial years of opportunity. It is during these years, while elementary schools are trying to provide buildings, materials, and personnel for the wave of post-war children, that our secondary schools have their unique opportunity. It is during these years that we have the opportunity to put into practice improvements in counseling and adjustments in program. As the wave of secondary enrollments approaches more closely, and after it has arrived, we will be increasingly concerned with problems of expanding facilities, providing additional materials, employing and training new secondary teachers.

¹U. S. Office of Education. *Vitalizing Secondary Education*. Bulletin 1951, No. 3.

²*Ibid.* p. 6.

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Just how serious is this problem of increasing enrollments. In 1950, our secondary schools enrolled approximately six million of the fourteen- to seventeen-year-old youth of our country. It has been estimated that this number will rise to eight or nine million by 1950 or 1961, assuming that our holding power does not increase.³ These figures clearly emphasize the fact that in the few years ahead lies the great challenge to put into practice the ideas and techniques we have learned from studies of drop-outs over the course of the past ten or fifteen years.

CAUSES OF DROP-OUTS

The decision to leave school during the high school years usually has its roots in the previous junior high and elementary experience of youth. In a New York State study of 29,000 eighth-grade pupils, it was discovered that teachers felt that they already knew enough about their pupils to predict that 28 per cent of them would not finish high school.⁴ It is likely that some of the factors such as *over-ageness* and lack of interest, upon which this estimate was based, had their beginnings in the earlier school experience of the group.

It is obvious that many elementary schools throughout the country have moved ahead rapidly in making adjustments which have helped to increase holding power. The policy of modified continuous promotion rather than a policy of frequent retardation has reduced *over-ageness*. This is particularly significant in view of the fact that studies indicate that *over-ageness* is a basic and consistent characteristic of the drop-out. The development of child guidance services at the elementary level has helped to solve incipient problems of adjustment before they have grown to a point where the pupil sees leaving school as the best way out. Child guidance services have also been of great help to principals and teachers to help determine if and when retardation as well as acceleration is a defensible adjustment. Where such services are beyond the financial resources of a single community, they can be provided on a co-operative basis such as the intermediate unit plan in the State of New York.

Drop-out studies have also shown us that *attitudes of parents* toward school leaving is an important factor. In one study, 87 per cent of the parents either approved or did not object to their children leaving school. Two thirds of all the parents of drop-outs had had no contact with the school.⁵ Through the use of parent-teacher conferences as a basic part of the reporting system, elementary schools can make a

³National Education Association, Research Division. *School and the 1950 Census*. Washington, D. C. Vol. XXIX. No. 4, p. 166.

⁴Weinrich, Ernest F. and Soper, Wayne W. *A Five-Year Study of the Adjustment of Rural Schools to the Needs of Youth*. University of the State of New York, Bulletin 1379, 1949, p. 23.

⁵National Education Association, Research Division. *School Drop-Outs*. October 1949, p. 11.

fundamental contribution to the improvement of parental attitudes influencing potential school leavers.

If we recognize that some of the reasons for leaving school have their roots in elementary and junior high school, the problem of the *transition from elementary to junior high school* becomes an important one for the potential drop-out. Any step which can be taken to make the transition a logical step in a continuous educational plan will contribute toward solving some of the reasons for leaving school. A block of time with a single teacher during the first junior high-school year is one step that can be taken. In such a plan, one teacher could be responsible for the integration of such areas as social studies, English, math, and science. This is similar to the elementary sixth-grade pattern with the addition of specialized instruction in industrial arts, homemaking, art, and music. The same teacher might then remain with her group during the second junior high-school year for a smaller block of time consisting of an integration of only two of the four areas mentioned above. From a counseling point of view this plan would make it possible for one junior high-school teacher to know a group of pupils well enough so that the information gathered about pupils in the elementary school would be used and continued.

The problems of potential drop-outs can be aggravated by *differences in method and philosophy existing at different school levels*. A better understanding of the goals and methods of the elementary and junior high school could be achieved by following a policy of interchanging teachers. If in a 6-3-3 organization, the sixth-grade teacher continued for a year or two at the junior high-school level and the seventh-grade teacher took the place of the sixth-grade teacher for the same period of time, some of our problems of articulation which affect the adjustment of school leavers could be mitigated.

More adequate and effective *counseling* at the junior high-school level is one key to the drop-out problem. In addition to the specialized counseling at the junior high-school level, teachers must take a major responsibility for assisting in the counseling process. Through some such organization as described above, there would be at least one junior high-school teacher sufficiently well acquainted with the school record, family background, interests, and vocational ambitions of the twenty-five pupils in her group. Such a plan would have infinite possibilities of improving counseling, developing closer home-family relationships, and for suggesting curriculum changes.

The *inability to see the relationship between school and life* is one reason for the drop-out's frequent comment that he is not interested or is fed up with school. The use of aptitude tests, interest inventories, followed by individual counseling can help pupils to see potential vocational goals and to see the place of education in the achievement of these goals. It is at this point, too, that interviews with parents would help to establish parental attitudes which will help the potential school-leaver to continue in school.

It is particularly important that counseling be adequate immediately before the end of the compulsory school attendance age. In a 6-3-3 organization with a compulsory attendance age of seventeen, drop-outs are likely to be heaviest at the tenth grade. It is easy to see that with adjustment to a new high-school organization, and the lack of adequate counseling, the potential drop-out is likely to be an actual drop-out by the end of the school year. It seems logical, therefore, that our counseling organization should be so organized that it does a thorough job during the year a pupil reaches the legal school-leaving age.

In a recent study of pupils who had left school,⁶ thirty-six per cent of the drop-outs indicated that they *preferred to work* rather than to continue school. An additional fifteen per cent said that financial considerations were the major factor in their decisions. If holding power of schools is to increase, we must hold a larger proportion of youth who are most likely to be affected by the above factors. Secondary schools must, therefore, provide a more extensive program of supervised work experience for many of our students who do not plan to continue their formal education.

Many schools have already organized work-experience programs in retailing and in other commercial fields. These programs need to be expanded to include work experience in service station management, auto mechanics, hotel and restaurant management, practical nurse training, photography, and many others that can be located with the co-operation of business and industry in the community. Work-experience programs should be available to young people by the time they reach the legal age for leaving school.

Many students reach the legal school-leaving age at the end of the school year or during the summer. If a school-work program for these young people could be organized during the summer, their return to school would be more likely since it would be a continuation of a plan already in operation rather than a matter of leaving a summer job and readjusting to school and possibly a different job. Interest in work-experience programs is rapidly increasing and the provision of such a program seems to be one of the most promising and also educationally sound solutions to the problem of increasing holding power in the secondary school.

As holding power increases, we need to do a much better job of relating materials of instruction and standards to the abilities and vocational and educational plans of young people. For students participating in a work-experience program, we should have a team of teachers and students working together to develop in clear and usable terms the specific objectives of a common learnings program or of basic subject-matter areas. The same team should also develop a continuous

⁶Dillon, Harold J. *Early School Leavers, a Major Educational Problem*. National Child Labor Committee, New York. p. 90.

bibliography, possibly in card form, of the materials of instruction needed to meet differences in abilities. I believe that giving teachers and students the opportunity to work together in this manner would result in a better program for all potential drop-outs and probably also for those who are most likely to finish high school.

RESPONSIBILITY OF THE SCHOOL

The first responsibility of the high school is to set up the kind of program that will challenge the potential drop-out. When that has been done we can establish standards in terms of skills, attitudes, and understandings within the framework of the program which the student has a right to assume will be clearly related to the kind of problems the student now faces and will later meet and the kind of achievement required to successfully meet these problems. This does mean different standards of achievement but does not mean reducing standards of achievement for those whose educational plans and abilities warrant high standards.

Individual counseling is important at the high-school level. I believe that a plan for giving the teacher more counseling responsibilities is feasible at the senior high-school level as well as in the junior high school. A group of tenth-grade teachers, for example, could be given time to become acquainted with the pupil's past record, to assist in giving and in interpreting tests, and through personal interviews to become aware of a student's vocational and educational plans. Such a plan might help us to recognize potential drop-outs earlier and would get more people concerned about meeting the problem. It must be emphasized, however, that teachers can only be an extension of the arm of an adequate staff of qualified and trained counselors.

RESPONSIBILITY OF PRINCIPAL FOR LEADERSHIP

The suggestions of the previous paragraphs for meeting the drop-out problem are not complete. The principals of our secondary schools can certainly add many others. In closing, I would like to say a few words about the responsibility of the principal for leadership in meeting the problem.

The principal's *first* responsibility is to develop within himself and in his staff the sincere conviction that high schools should increase their holding power. Unless this conviction guides the school staff, the high school will continue to function as a selective sieve in which the legal school-leaving age determines the size of the hole through which the drop-out falls.

A *second* responsibility is to think through with his faculty how the problem of drop-outs can be met. The principal is not the only source of ideas and he needs the co-operation of his staff to make ideas effective.

A *third* responsibility is to demonstrate his creativeness and his willingness to adapt school organization to meet curriculum needs. He must put first things first, and organization is only justified in so far as it improves instruction.

The principal's *fourth* responsibility is to see that something is done. It is to the principal that we look for educational leadership in a school and he must accept responsibility for increasing holding power and also deserves recognition for the results achieved.

A *fifth* responsibility is to provide careful evaluation. Change does not necessarily mean improvement. The principal needs to justify the changes made by evidence that these changes have helped to meet the problem. Plans for change and plans for evaluation need to be made together. Lack of adequate evaluation can abruptly halt potentially important curriculum adjustments.

In closing, may I again repeat that the responsibility for meeting the drop-out problem is a direct challenge to the educational leadership of our secondary principals. In less than a decade, problems of vastly increasing enrollments will require more of your time and energy. During the next few years, you have an opportunity to discover the adjustments which will most effectively increase the holding power of your school. Whatever is done, must be done by you.

Group XVII (Monday)—TOPIC: How Should the Secondary School Evaluate and Record Student Progress?

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HOW SHOULD THE SECONDARY SCHOOL EVALUATE AND RECORD STUDENT PROGRESS?

C. BENTON MANLEY

AN IMPERATIVE NEED of professional workers in practically one hundred per cent of the secondary schools of the United States is a better program for evaluating the results of instruction. For a number of years we who are the functionaries in secondary education have

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been telling the public that instruction should equip students with much more than information and skills, that learning should be functional, that education should adjust the student to life, and that it should modify his behavior in many desirable directions. Large segments of the public have come to believe us. Demands that we present evidence of the results we profess to produce are becoming more and more insistent. In many communities, inability to do so is causing teachers and school administrators acute embarrassment. While such demands on the part of the public must be taken seriously, they constitute one of the least important reasons back of our need for better evaluation of the results of instruction. There are several sound professional reasons why every step of the educational process should be carefully and continuously appraised. We can no longer claim to be doing a thoroughly professional job in any modern secondary school until we are accomplishing just this. Very few schools are.

DEFINITION OF EVALUATION

Evaluation as it is considered here is concerned with the all-round development of the learner. It is the process of gathering, recording, and interpreting evidence of the changes in the behavior of students which are the result of their educational experiences; more particularly, their educational experiences over which the school exercises influence and control. Conclusions as to the success of the school's program can no longer be based on the unsupported subjective judgment of teachers and administrators as to the degree to which student behavior has been modified or changed in desirable directions. Casual and informal observation that a few bright students had outstanding records in college, that the orchestra placed first, or that the basketball team went to the state tournament is no longer sufficient. Neither can valid conclusions be based on the results of the administration of standardized tests even though the mean achieved by a school compares favorably with or surpasses national norms. Research has clearly established that the learner functions as a unit. The various aspects of his personality do not operate independently. Therefore, since evaluation is concerned with the total personality of the student, it must be comprehensive enough to provide evidence with reference to all phases of his growth and development.

While a good program of evaluation provides a sound basis for a system of marking and reporting to parents, it is much more than a marking and reporting system and the two should not be confused. Evaluation should be continuous and an integral part of instruction from the beginning to the end. Pupils as well as teachers and administrators should participate in it. One of its chief functions should be to help pupils to learn to evaluate their own progress. Parents also may participate in formulating the objectives to be reached through instruction and in gathering and interpreting evaluation data.

FUNCTION OF EVALUATION

Because a primary purpose of an evaluation program is to gather evidence of all kinds of changes in the total personality of the student, many methods and types of techniques for gathering and recording data should be used. Pencil and paper tests including essay, objective type, and standardized are valuable adjuncts of an evaluation program, but alone are not sufficient. Anecdotal records of student behavior in many situations, various kinds of written work, check lists, questionnaires, and other aids to observation should provide descriptive and qualitative as well as quantitative information. Single quantitative measures are often deceptive and even likely conceal the evidence most desired about a pupil. A numerical or percentage score cannot be assigned to many of the most important outcomes desired from the instructional program. Values, attitudes, and many personality characteristics are seen in distorted perspective when an attempt is made to do so.

That there is a strong tendency for schools to teach what they test has been clearly demonstrated by carefully conducted studies. This has two very important implications for those who wish to improve the curriculum of the secondary school. *First*, regardless of other steps taken, curriculum improvement in the functional sense is not likely to occur in a given school as long as it continues to use only factual tests and examinations and the measurement of skills as the basis of determining pupil progress. *Second*, broadening the base of the school's evaluation program is one of the most effective means of bringing about improvement of the instructional program in the direction of providing greater opportunity for students to develop desired characteristics of behavior. Comprehensive evaluation not only helps to clarify and better define objectives; it also provides valid and reliable information as to the effectiveness of the instruction and indicates where revision and modification can be made so that objectives can be more completely attained. Furthermore, attempts to evaluate such things as the ability to do independent research work, growth in self-direction, and increase in capacity for co-operative activity causes teachers to arrange situations and provide instruction for the development of these characteristics, and stimulates pupils to improve themselves in these directions.

DEVELOPING A PROGRAM OF EVALUATION

After a school staff becomes convinced that it needs a comprehensive program of evaluation, seven steps are necessary in developing it. They are as follows:

1. Give sufficient study to the philosophy of the school, to its pupils and its community to obtain agreement on the objectives of its instructional program.

2. Formulate the objectives in terms of pupil behavior; i.e., indicate the kind of behavior expected when the objective has been attained by an individual or a group.
3. Determine under what conditions and how the indicated behavior can be observed, and arrange or select situations in which it will be exhibited.
4. Select or devise methods and techniques of obtaining evidence of behavior indicating attainment of each objective.
5. Collect evidence of pupil behavior and record it in usable form.
6. Interpret the evidence and use the results—usefulness of the evaluation program largely depends upon the manner and degree in which results are interpreted and applied.
7. Report the results to pupils, parents, teachers, and others to whom they may be of concern.

As a result of widespread attempts at curriculum development, use of the *Evaluative Criteria*, the evaluation efforts of regional accrediting agencies like the North Central Association, and other influencing factors, many secondary schools have taken the first step with considerable success. On the other hand, the second step, which is critical if pupil progress is to be adequately appraised, is largely neglected.

Careful consideration of the elements of behavior exhibited by individuals in their attempts to attain the goals necessary to meet life situations is essential if this second step is to be dealt with successfully. The behavior patterns displayed by individuals in meeting life situations are, of course, greatly varied and highly complex. However, their elements may be classified into a few comparatively simple categories. Assuming that the individual concerned has normal physical and mental health, one such classification is as follows:

1. Knowledge—factual information
2. Skills
3. Understandings
4. Thinking processes (reflective, rational, critical, etc.)
5. Attitudes
6. Work habits and study skills
7. Motivation including value systems, interests, etc.
8. Power of effective utilization (integration).

Granting that there is considerable overlapping and much interrelationship between the categories in this list, it nevertheless is a great aid in defining objectives in terms of pupil behavior. It is also very useful in working out the remaining steps in the development of a comprehensive program of evaluation.

Most schools have largely confined the appraisal of pupil progress to the first four categories—knowledge, skills, understandings, and thinking processes. Actually, comparatively few have gone beyond the first three except in extremely limited areas. Many excellent suggestions are now found in the professional literature of education for appraisal in relation to the first six categories, and useful devices and

instruments are available. (*See the bibliography at the end of this article.*)

The measurement and evaluation of motivation, a critically important factor in determining human behavior and achievement, is still in the beginning stages and must be left largely to observation in most school situations. An article in *College Board Review* for November, 1951, presents an interesting attempt in this area.

Evaluation of the power of utilization, without which the other elements comprising the behavior patterns of an individual largely come to naught, is almost entirely neglected in most schools. Here our concern is with the manner and extent of the pupil's bringing together the various aspects of his behavior to meet life situations effectively. Such organization of behavior is the crux of functional learning. Vocational agriculture and other vocational programs achieve effective evaluation in relation to this category through their project activities. But generally speaking, outside of the vocational areas and possibly the student activities program, secondary schools are doing comparatively little to determine how well their students organize their learnings into effective behavior patterns and utilize them in meeting life situations, even in getting additional learning.

Performance in real life situations provides the best opportunity to determine how well the pupil brings together in their proper relationships learnings that are potential components of his behavior in meeting these situations. Admittedly, for much of the secondary school program such situations are difficult to find or arrange and our procedures and techniques for collecting and recording the quality and quantity of pupil performance in them are faulty and inadequate. But if we are to provide the functional education that we have promised the American public, and if we are to be able to demonstrate that we are providing it, we must increase our efforts and continue to improve our methods in this area of evaluation.

SUMMARY

1. A more comprehensive and better program of evaluation of the results of instruction in terms of pupil progress toward the objectives of the curriculum is an imperative need of the secondary schools of the United States.

2. Evaluation as here conceived is concerned with gathering, recording, and interpreting evidences of the changes in all aspects of the behavior of students.

3. Because a primary purpose of a comprehensive evaluation program is to gather evidence of all kinds of changes in the total personality of the student, many different methods, procedures, and techniques for gathering, recording, and interpreting data should be used.

4. What is evaluated and how the results are used largely determines what is actually taught in the classroom. Therefore, an effective comprehensive evaluation program is a powerful stimulant toward curriculum improvement.

5. Professional literature published within comparatively recent years provides many useful and practical suggestions for the development of a com-

prehensive program of evaluation in a secondary school. Each school must work out its own program in terms of its educational philosophy and the needs of its pupils. Administrators, teachers, pupils, parents, and others concerned with instruction should participate in the development.

6. Careful study and analysis of the elements of behavior which individuals exhibit in meeting life situations and formulation of specific procedures and techniques for the appraisal of growth in relation to each is essential if a comprehensive program of evaluation is to be fully effective.

7. Proper integration of the various elements of behavior within the individual develops his power to meet life situations effectively and is the key to functional education. Probably the greatest shortcomings of evaluation programs in American secondary schools are found in this area.

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HOW SHOULD THE SECONDARY SCHOOL EVALUATE AND RECORD STUDENT PROGRESS?

CHARLES P. LINDECAMP

RECORDING STUDENT PROGRESS

EVALUATING and recording pupil progress poses one major problem since evaluating and recording cannot be separated in practice, but for the purpose of clarity, this discussion will be confined principally to recording. We are interested in a system for recording student progress which will best serve our total educational purpose. The importance of the question to Secondary-School Principals is emphasized by the

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fact that the topic appears repeatedly on the agenda of our annual conventions.

In Kansas City, 1949, a panel discussed "Are There Better Ways of Evaluating, Recording, and Reporting Pupil Progress in the Junior and Senior High School?" Last year in New York the topic was "Effective Ways of Measuring, Recording, and Reporting Pupil Progress." This year we change the topic to "How Should Secondary Schools Evaluate and Record Student Progress?" A re-reading of the splendid presentations of previous years listed in *THE BULLETIN*, caused me to conclude that there is very little which I can add except a brief account of some of my own experiences gained while attempting to put into practice some of the knowledge already gained. Repeated discussion and study will aid in stimulating continued effort in this important phase of the educational program.

EVOLUTION OF MARKINGS

A brief look at the evolution of marking systems will aid in understanding how the secondary school should record student progress.

Marking systems seemed necessary as a basis for passing to the next classification, or level of achievement in school subjects, which, in the early schools, were usually reading, writing, and arithmetic. Report cards sprang from the desire of parents wanting to know how well children were doing in each area.

Percentage marking in high schools gradually gave way to letter classifications which were usually A, B, C, D, E, or some other group of five letters, because it was impossible to distinguish between 98 per cent and 97 per cent. In the beginning these letters stood for percentages, and even now some schools still list the percentage equivalent of letters. A carry-over from the old percentage system, and the inability to analyze or justify the difference in student progress as revealed by the marks, caused teachers to desire to add plus or minus to letters, which brought them back to many more than the five marks with which they started. Only in the past few years have I found it unnecessary to emphasize to teachers that no plus or minus may be used.

What do letter marks mean to the parents? There is evidence to indicate that a letter mark means whatever the parent wants it to mean, and the teacher may now have another idea of what she meant it to mean in the first place. This difficulty in classifying students into five groups led to the proposal for only passing or failing marks.

This next step was two marks, S and U, or P and F. The parents wanted to know more about the progress of their children than these two classifications revealed, and other items were added such as deportment, work habits, social attitudes, and many others.

The more radical eliminated marks entirely and checked items headed "Doing as well as can be expected," "Needs to improve," but didn't say how much can be expected or how to get improvement.

The letter-writing form of reporting was tried but the letters needed to be too long and complicated and required too much time, and of course, provided no permanent, workable school record. Further, the lapse of time between writing and delivery of the letter may have made the information untrue. The parent conference, as a substitute for marks, was unworkable in the high school. Last year, at New York, one speaker on this topic said, "Conference reporting would require doubling the present teaching staff."¹

Professor Wilbur A. Youch of Ohio University, Athens, Ohio, in his recent book, *How Good Are Your Schools*, (Harper & Brothers) says, "All this hocus-pocus started, and has continued, as a sincere desire of the teacher to inform parents about the progress of their child." Parents seem to want the letter grades A, B, C, D, F, and this seems to be the stage of development to the present. In most schools, a report card will probably show a combination of letter grades for subjects and possibly space for additional teacher comments. It may be well to add here that many parents think there can be a perfect measurement of children and schools.

This very sketchy description of the evolution or history of systems used to record pupil progress, presents nothing new to school administrators of this nation, but an understanding of what has been done is necessary in answering the question, "What can secondary schools do to develop a marking system which adequately records student progress?"

Many books have been written, many theses and dissertations have been prepared, and many workshops have dealt with this problem, but the more one reads the more one realizes how far the schools are away from a solution or general agreement. Any conclusions that may be presented or implied are for the purpose of making this discussion more pointed and challenging. It is not assumed that a solution has been found or that this brief presentation should lead to general agreement.

A WORKSHOP EXAMPLE

In the spring of 1949 the faculty of Garfield Heights High School devoted a portion of the last two days of service in the school year to the examination of the school's effectiveness in creating world understanding meeting students' personal needs, and in measuring such effectiveness. In other words, this was an examination of how to make the high school program more effective in developing citizens for the world in which they now live and in which they expect to live in the future—citizens trained to live and to love the American Way of Life.

One third of the faculty was organized to study each of three problems agreed upon which were stated as follows:

¹Helen Halter Long, *The Bulletin*, No. 177, p. 121.

1. What can we do to build world understanding in our high school?
2. Approximately twenty per cent of our youth attend institutions of higher learning. About twenty per cent follow skilled occupations. Since these and the remaining sixty per cent have certain basic human needs, what common learnings should our school impart to its students as individuals?
3. Should we have a marking system which is easily understood by all and which reflects not only scholarship but also our success in problems one and two?

The entire school year 1949-50 was devoted to this study with each group reporting their work to the entire faculty. I shall discuss only the results of the work on problem three, since that is the topic of our discussion. It was directly related to problems one and two since it was an effort to find an adequate plan of recording the results or effects of the educational effort as revealed in student progress. (Incidentally the study of the problems, "World Understanding" and "Basic Human Needs," produced some very tangible results, in addition to the results of the work on "Marking System." The complete study was mentioned in *School Executive* (November 1950) and requests were received from various parts of the nation for a copy of that workshop activity.)

The study of the marking system led to a detailed study by a smaller committee of the specific marks and forms of recording which I shall mention later, and the complete workshop stimulated a one and one half year study of curriculum improvement which is just now being completed. The study of the marking system to record progress was tied in with a study of the entire educational program.

In summarizing the results of the workshop on the marking system, the faculty chairman observed, "The question proved to be very controversial." This surprised no one who was familiar with the history of marking systems. A faculty-wide questionnaire was used to get more thought on some of the more difficult points. It was surprising to some of the teachers to learn that many points of agreement were found, and many ideas that previously were quoted by individuals, as representing the thought of the majority of the faculty were found to be invalid.

Many of the twenty-eight questions answered by all forty-three teachers dealt primarily with the "measuring" phase of our topic, discussed by my colleague. The questions dealing with the "recording" phase showed majority faculty agreement on these points:

1. The S and U marking system is not preferred.
2. A uniform system of marking for all departments of the high school is desirable.
3. Two marks issued by a teacher, one for achievement and one for other factors, would do more harm than good.
4. Written comments to accompany every report are not necessary.

5. A grade distribution for every class approximating the normal curve is not good.
6. A student deserves a good explanation of the grading system.
7. An agreement among the faculty concerning the marking system is necessary.

The chief benefits of this workshop study was the in-service training gained by the entire faculty working on the problem, which stimulated further study. The next step was a detailed study of the recording system by a smaller "Report Card Committee." This report card committee of eight members had started work prior to the workshop activity which has been described, and now some workable information was available, reflecting the combined training and experience of the entire faculty. The scope of the committee was broadened to include all phases of the marking or recording system. The records then in use provided for check marks on a number of traits as the teacher thought were needed at the time of reporting. The industrial arts department and physical education department had lists of traits which used different words than were used by other departments of the high school. A survey showed that the teachers tended to emphasize evidence of poor development and ignored calling attention to the evidence of good or superior development.

This tendency to emphasize the negative was also revealed by a study of the reverse side of the report card which had space for teacher-comment, parent-comment, and parent's signature. Of the teacher-comments made in one grading period, seventy per cent were negative and only thirty per cent mentioned commendable traits. As was pointed out last year when this topic was discussed at the Annual Convention in New York, this is poor public relations.

The committee study produced no evidence of a system of marking superior to the letter marks, and the five-letter system, with no mention of percentage equivalents, was retained. Each letter was assigned a point number and a one-word description. This corresponded generally to the marking systems widely used by secondary schools and colleges, as follows:

- A - equals 5 points—Superior (Honor Grade)
- B - equals 4 points—Good (Above Average)
- C - equals 3 points—Average (Average)
- D - equals 2 points—Poor (Below Average)
- E - equals 1 point —Failing (No Credit)

The description in parenthesis was added this year as a result of study with elementary principals in an effort to have an understandable relation between elementary markings and high-school markings.

There was general agreement that the system of recording and reporting should provide for an additional check list showing development in basic needs, or the traits needed for effective living, which would give clues to the reasons for the letter marks assigned and sug-

gest approaches toward improvement. There was agreement that such check lists be used and that the administration "make it compulsory" that these lists be used every grading period. In this connection I emphasized three points which I considered necessary for effective use of a report card: (1) there must be agreement as to the interpretation of terms printed on the card; (2) there must be uniformity of report cards throughout all departments of the school if the information is to be transferred to the permanent records; (3) there must be provision for at least equal emphasis on commendable traits. These goals were achieved by the following arrangement on the home report cards in addition to the letter grades.

<i>Specific Work Habits</i>	<i>Adjustment with Others</i>	<i>Behavior Traits</i>
Participation in Class	Co-operation with Others	Dependability
Use of Study Time	Leadership	Initiative
Accuracy	Thoughtfulness	Courtesy

Items checked with a check mark are commendable; and those with an x are in need of attention.

Identical headings were placed on the permanent record folders without the three sub-items. At the end of the school year each class teacher summarizes the check marks on the Report Card by marking after each of the three headings—"Specific Work Habits," "Adjustment with Others," and "Behavior Traits"—either *good*, *fair*, or *poor*. The home-room teacher transfers this to the permanent record under the proper heading by writing the number after each word *good*, *fair*, *poor*, indicating the number of teachers so rating on each of three characteristics for the year. This is done when the letter grades are copied on the permanent record from the Report Card record, and requires very little extra time. This part of the record is very useful to the principal, director of guidance, teachers, and parents for subsequent guidance.

To aid in implementing the belief that students deserve a good explanation of the grading system, a mimeographed sheet was prepared showing the letters, point equivalents, and two word-descriptions as previously mentioned. This also described each letter mark, listed requisites for the mark, and emphasized the number of weeks work necessary for credit. (If any are interested in a copy of this sheet I shall be pleased to furnish a copy. Some copies of the report card used are also available.)

CAN MARKING OR RECORDING BE ABOLISHED?

The faculty study of the marking system in one high school, which I have described briefly above, gave some consideration to the familiar question, "Why hasn't the problem of marking or recording been eliminated by *eliminating marking*?"

There are answers to this. Rinsland² tells of the school that announces in the fall that no grade except S or U would henceforth be given. In the spring the school officials announce that there would be no valedictorian or salutatorian because they did not know who was first or second in the class. Rinsland is of the opinion that they might have gone on and admitted that they did not know who was prepared for college, whom they could recommend for jobs, etc. He concludes, "Ignorance is not the mark of scientific progress or humanitarian treatment." No implication that a valedictorian or salutatorian be designated is intended. Garfield Heights High School has eliminated the words from the school vocabulary. However, colleges and others do ask for the class rating of individual students.

Hamilton³ speaks very pointedly on this subject: "In recent years there has been a growing flood of criticism directed toward the whole system of using or even having such a thing in our schools as school mark or grade. That much of this criticism is justifiable must be admitted; that the school mark or grade should be completely thrown out or done away with is a different matter. The complete abandonment is an attempt to run away from the problem rather than an attempt to solve it. Many of the problems in the administration of a school such as: credit, failure, promotion, honors, graduation, recommendations for a position, etc. are based upon the assignment of marks." He argues further that while the money a man earns does not accurately measure his worth, we do not use this fact as a reason to do away with money.

Starch,⁴ in his book, *Educational Measurements*, says, "No matter how much anyone may wish to minimize the utility of marks, they have, nevertheless, an indispensable administrative value from the standpoint of the school, and a real personal value from the standpoint of the pupil." This was written years ago but it seems to me to be applicable today.

An extensive recent study of the writings on the subject of marking in the library of the Ohio State University resulted in this conclusion. "It is interesting to note that the old books are extremely progressive in dealing with the problem of grading. Many of them imply that there is no place for traditional grades in a school, and that it is only a matter of time until that viewpoint is generally accepted. One would believe, while reading some works of the 1920 period, that the grading system then in use would definitely be gone in twenty-five years. Yet, twenty-five and more years later the five-letter marking system is still strongly entrenched in the secondary schools."⁵

²Henry Daniel Rinsland, *Constructive Tests and Grading in Elementary and High School Subjects*. 1938. Prentice-Hall, Inc., New York.

³J. Landon Hamilton, *An Argument for the Use of the Point-Average in Secondary Schools*. M.A. Thesis. Ohio State University.

⁴Daniel Starch, *Educational Measurements*. 1917.

⁵Charles J. Lindcamp, *Co-ordinating Pupil Evaluation in High School*. Paper, Ohio State University. 1949.

The elimination of marking is not a solution to the question of the best way of recording pupil progress. It is mentioned here, not because the statement of the question suggests this solution, but because some "progressive schools" have tended toward this solution, and because this method of solution has been often suggested.

WHAT IS THE ANSWER?

Nearly all phases of the evolution of the various marking systems have come within my actual experience as a classroom teacher, elementary principal, head of a consolidated school of twelve grades, and principal of two city high schools—a four-year high school with 800 enrollment and a six-year high school of over 1,000 enrollment. This experience, along with the accumulated, recorded, and expressed experience of many others, has caused me to conclude that as of the year 1952, the most satisfactory system of recording the progress of secondary school students is the five-letter system—A, B, C, D, E—or some other five-letter system. It furnishes teacher, parents, colleges, and employers with an understandable record. Even though predictions placed this system on the way out in the 1920's, it is more widely used today than thirty years ago. It provides a reasonably compact system of reasonably accurate, measurable records. We will continue to strive for a marking system more adequately reflecting student progress, but until found, the five-letter system with point values is the practical system to use.

If properly arranged and understood by teachers and students, a brief check system for basic traits, habits, and indications of citizenship development may be added to promote and stimulate further educational growth.

See the April, 1952, issue of **THE BULLETIN**
for the balance of the Proceedings of this
Thirty-sixth Annual Convention of the NASSP.

Group II (Monday)—TOPIC: What Improvements Can Be Made in Organization, Administration, and Supervision in the Junior High School?

CHAIRMAN: L. L. Myers, Principal, W. H. Kirk Junior High School, Cleveland, Ohio

INTERROGATORS AND CONSULTANTS:

Vermund Andersen, Principal, Albert Lea Junior High School, Albert Lea, Minnesota

Joseph A. Pickard, Principal, Robert E. Lee Junior High School, Lynchburg, Virginia

WHAT IMPROVEMENTS CAN BE MADE IN ORGANIZATION, ADMINISTRATION AND SUPERVISION IN THE JUNIOR HIGH SCHOOL?

ELLIS A. JARVIS

IN THE TIME allotted for this presentation no exhaustive treatment of the topic is possible, so it shall be the purpose of the speaker to raise certain questions related thereto which may merit our consideration and which may serve as a basis for later discussion. The December 1951 issue of the Association BULLETIN featured a symposium on "Organizing the Junior High School." Although this was written largely by California administrators, inclusion of the study of trends in junior high school practices in twenty-four states by A. H. Lauchner broadens its scope considerably. May we assume that you have done your homework and are familiar with this publication and that in this symposium we have a common platform from which to proceed?

To us, who are so immersed in the operation of junior high schools, discussions of whether or not they are meeting the needs for which they were originally intended seem quite academic. We shall assume then that we recognize that the junior high school has made a great contribution to the education of adolescents, that we have a common understanding of its objectives, organization, and administration, and that the statements made here are for the purpose of extending and clarifying our thinking regarding this institution to which we all subscribe. Pertinent questions raised for your consideration and discussion follow.

ARE WE IN DANGER OF CRYSTALLIZATION?

Any student of education knows that the various forms of school organization which have existed have been called into being by per-

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sistent demands for certain types of service. Generally speaking, as long as they have met these demands they have prospered, but to the degree that they have failed to do so they have been superseded by other forms of organization. Due to the true pioneering spirit of our predecessors in this field and their determination to meet the needs of this age group as they saw and understood them, the junior high school has not, as yet, been seriously threatened. Unhampered by precedent, tradition, required subject patterns, and preparatory restrictions, we have prided ourselves on the flexibility and adaptability of our educational program. However, let us be mindful that it is human to classify, to organize, to regularize, to standardize, to over-simplify, to stereotype; that the administrative creations we delight in may glitter so as to blind us to the real needs of children in this changing world. Will we awaken one day, like Gulliver, so bound down with tiny ropes that we have lost our power of motion? If so, the bonds will be of our own making. Let us continually beware of administrative patterns which place convenience above true needs.

DO WE STILL HAVE A WHOLE CHILD?

For many years we have heard about the whole child. We have turned our thoughts in that direction and, as we have examined him, we have found that he needed a great many special services. Many of these special services have been provided and the tendency has been to have them provided by specialists. It is only natural then for the teacher to relax her concern regarding these special facets of the pupil and to concentrate on her business which is generally more or less subject matter. So, while we are still interested in the whole child, there is a tendency to regard him as a collection of special needs, which will be serviced by a number of different people. That, of course, is moving in the direction of the production line rather than in that of the skilled, creative artisan. The characteristics of the product will reflect the process. It appears that our junior high schools are becoming highly departmentalized and replete with services directed at the specific needs of the pupil rather than at the pupil himself. There is much evidence to indicate that junior high school people are concerned about this problem, although it is rarely stated explicitly. The growth of the guidance home room, the core program, and block programming are some of the evidences of efforts which are being made to pull this pupil together while we are taking care of his parts. It seems that such movements will continue to grow and that the balance will shift in that direction.

IS YOUR STAFF A TEAM?

Let us turn from specialized services as they impinge upon the child to the staff structure of specialized personnel which effects them. Principals, vice-principals, deans, registrars, counselors, health co-ordinators, nurses, department heads, etc., all strive for pro-

professional growth, join special professional organizations, work to set up special credentials and employment classifications, and pursue professional studies. This concentration of interest toward specialized professional improvement is laudable and healthy, but, by itself, it is insufficient. It contains dispersive elements which, if not compensated for by equally strong cohesive forces, will lead to impaired performance. Continuous attention to staff integration is necessary.

Specialized personnel must, in the operation of a school, consider themselves as members of a team. It is true that they may play certain positions, but they must also know the other players' positions so that they know where and when to pass the ball and when to step in to field a play. They must not only know the game, they must know the score and how to boost it. They must have much purposive planning and practice together.

The head administrator will find it necessary to plan his staff relationships and activities so that these values eventuate. The larger his staff and the more specialized the services the greater the need for group conference and group policy making. Out of this leadership must come a sound, balanced educational program and it will come only as the various elements constituting it become properly aligned and amalgamated. Some administrators have tried to insure this result by delegating the responsibility for the educational program to one of the sub-administrators. While this may meet with some success, there is always the possibility of it resulting in another area of specialization.

HOW ABOUT THE FRONT LINE?

All of our administrative activities and services have as their ultimate goal the success of the teacher-pupil relationship. The problem of an adequate supply of qualified teachers, imbued with the philosophy of the junior high school and the desire to make a career at that level, is one that is always with us. Through ignorance of the challenges and satisfactions of junior high-school service, many teachers take employment in a junior high school as a second choice. Many of them remain because they find teaching at this level a very rewarding professional assignment. Too often, however, their training has been inadequate in the teaching of the skills which need further establishment at this level, and in the broad background of enrichment learnings necessary to meet the widely varied interests and abilities of boys and girls of this age. A thorough understanding of the psychology of this particular stage of adolescence is indispensable but too often is lacking.

While the preparation for teachers at this level is steadily improving, every administrator will find it necessary to carry on a planned program of in-service training of some type. The type, of course, will depend upon the size of the faculty and the facilities and resources available for this purpose. It will be found that, if suitable in-service

training opportunities are made available and attractive to teachers, they will not only profit greatly from them, but will show great interest and activity in self-improvement. The key to this situation seems to be in the quality of the offerings. Teachers are too busy to spend time on theoretical and abstruse discussions but are eager to avail themselves of authentic and expert help in the skills and techniques of their calling.

In passing it should be mentioned that no principal who is or considers himself to be either a warmed-over elementary principal or a cooled-off senior high-school principal will be successful in administering this level unless he gives serious attention to his own personal in-service training program. It is a distinctly different field which calls for basic original thinking, unfettered by transplantings which may have flourished in another soil.

IS ARTICULATION A PROBLEM?

As we look at the whole child, we must also look at his whole educational experience. As he progresses from kindergarten through the senior high school, this experience should be continuous, coherent, and consistent in major educational aims. One absolute essential is a common understanding, on the part of teachers at all levels, of this continuous program and the part which they play in its accomplishment. This implies a common educational philosophy for the school system. Such philosophy must, of course, be implemented and the implementation will vary with the different stages of development of the pupil. Again, the situation calls for teamwork. The junior high school, being as it were in the middle, is in a strategic position to take a leading part in the articulation between the different levels. Good articulation grows out of co-operation of all school personnel in attacking common educational problems. Indispensable to this attack are joint conferences at the administrative level, joint faculty meetings, common record keeping and transmission, and integration of guidance procedures. Generally, the junior high schools' counselling personnel goes into the elementary schools to confer with teachers and incoming pupils and to see that individual data concerning them are properly channeled and used when the pupils arrive in their new school. Preliminary orientation within the elementary school and preliminary visits to the junior high school are helpful. Similar activity within the junior high schools by the guidance personnel of the senior high school, and a full knowledge on the part of all teachers in the junior high school of the offerings of the senior high school, its complexities and its requirements, is essential. The prescription for an adequate articulation program must be written in terms of the particular situation. The application of ordinary good judgment and a reasonable amount of ingenuity will accomplish a great deal. The main thing is

to recognize the problem and to make an honest, whole-hearted, co-operative, effort toward its solution.

WHAT OF YOUR CLIENTS?

How do you look to your pupils? Do they feel lost in the "hurly-burly" of this large, exciting school in which they have so many new situations to meet, or do they feel at home, have a sense of belonging, and feel secure in that at least one teacher in this school knows them as persons and knows their problems, and is willing and anxious to offer advice and help as needed? Do they feel somewhat disintegrated by the variety of unrelated offerings or do they have a fairly consistent idea of the whole program and its contribution to their total educational development? Do they have evidence of their progress and a growing realization of their peculiar abilities and talents? Do they go home feeling that that day they have accomplished something or are they confused because you are so careless with their time in spite of the fact that you are so particular about their attendance?

What of the parents? Do they understand their role in this educative process? Do they feel that their children are treated as persons with due regard to their total needs? Are they confused by communications from different faculty and staff members regarding different aspects of their child's problems? Do you ever hear it said, "Why can't those people get together over there. I have been called four times in the last month by four different people about four different things about my Johnny. I could have settled it all in one trip!"

ARE YOU MISUNDERSTOOD?

Do your parents and other citizens of your community know what you are trying to do and what progress you are making toward that end? Remember, practically everybody has been to school and a great many people think that this qualifies them as experts. To many of them it was more or less a period of incarceration, and many more have unhappy memories, although they may be due to sad experiences with only one or two teachers. Of course, you welcome them to come to school, to visit, to see what's going on, but remember that a great many have been singed by their experience and choose not to re-open the matter. While all will recognize progress in other fields, the common conception of the educational scene is in the silent picture stage. Of course, there are a few who think we have gone along with Space Patrol and Flash Gordon.

It is imperative that school people at all levels bring their parents and community along with them in matters of objectives, methods of meeting those objectives, and progress toward them. Too often, probably because of our training and background as educators, we confine our efforts to logical approaches and neglect the psychological. Are

we using good selling techniques? Are we analyzing our prospects and packaging our story so that it is salable? Are we willing to sprinkle a little sugar and cream on the dry cereal which we offer? Nothing is more futile than to stand idly by and feel hurt because we are misunderstood when a little ingenuity and enterprise would greatly improve matters relating to public understanding.

WHERE SHALL WE PUT THEM?

Unless you are new to the business or completely somnolent you have studied the elementary enrollment figures and the 1950 census figures for your particular locality. The tremendous enrollment increase which we are now only beginning to feel will be staggering. In our own city, based on an actual count of elementary children, we will experience a fifty per cent increase in the next five years. Beyond that period the figures continue to mount even more rapidly, but frankly, that's about all we can assimilate at one time. If we can keep that far ahead of our problem it is all we can hope for.

Money and building problems being what they are, as we move forward to meet this growth we must be fully determined that economies which may be necessary are not carried to the point where they infringe upon our educational program. The facilities of the modern junior high school are admittedly more extensive than those of the elementary school. They should be because they accomplish a more extensive purpose. Expediency dictating unwise economy can in this period cripple our junior high-school program for a great many years to come. We, in our respective geographical areas, must stand firmly together in demanding adequate educational facilities. The pressure for curtailment will be great, but we have reached a point where the people of this great country must re-examine their commitments and make due provision for our most precious resource, our youth. The complete and wholesome education of our youth is our best investment economically, socially, politically, and militarily. It is fundamental to the future existence of our nation.

WHAT IMPROVEMENTS CAN BE MADE IN ORGANIZATION, ADMINISTRATION AND SUPERVISION IN THE JUNIOR HIGH SCHOOL?

L. PAUL MILLER

THE junior high school was conceived and organized some forty years ago as a means of meeting certain problems then existing in the

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procedures and practices of education. Outstanding among those problems were: poor articulation between the elementary schools and high schools; excessive drop-outs at the completion of the eighth grade; the desire for departmentalized work in the seventh and eighth grades; a need for getting into the curriculum the fundamentals of training and experience in manipulative skills; a desire for *exploratory* experiences before entrance into high school; and the idea that *early adolescents* needed some kind of special treatment not probable within the traditional 8-4 set up. There was also a contributory building problem which affected the organization in its growth. The rapid increase in the secondary-school population early in the twentieth century made a division of this population rather a natural procedure. The junior high school is most commonly thought of as including grades seven, eight, and nine.

Though forty years may seem like quite a chunk of time, it appears to be no more than the *childhood* period of the junior high school. This is a young institution. A brief description, for the present, could well be stated as "an institution concerned with *early adolescents* and in its own *early adolescence*."

Although much has been done in solution of the problems because of which the junior high school was first formed, those same problems still exist; in some places very slightly, in other places they are still major problems. Also time, growth, and changing conditions have added other problems. If you haven't reached satisfactory solutions for all those original problems, don't feel too bad—no one seems to have solved all of them. The junior high school is still young enough and supple enough to make adjustments more rapidly than the other educational institutions—elementary school, senior high school, college. It has less of traditional handicap to overcome. It has during these forty years been the most free for experimentation. It has even shown the way for breaking through traditional handicaps surrounding the senior high school.

Public education has always been challenged and I, for one, am willing to accept that it always will be. However, I think that it has never been in a more strategic position than at present. People are more interested in education than ever before. Some are demanding more and better training for youth, some are fighting the taxes required to pay for the job, some are concerned as to how public education faces such questions as religion, *et cetera*. The reasons for their interest may be different but they *are* interested.

The gauntlet is thrown at our feet—what can we do for improvement in our organization, the junior high school specifically, and education in general?

The job of administration and supervision is to so blend the processes used by the organization that the end product meets the specifications for the proposed product. What is the proposed prod-

uct of the junior high school? We are striving for youth that by sixteen years of age—

1. has an efficient working command of the tools of learning and communication—namely speech, reading, writing, and arithmetic;
2. has a desire for more both in knowledge and in skill;
3. has a belief in God and a functioning ethical code acceptable to society;
4. has an understanding of and a working experience in democracy;
5. has a social competency adjusted to the life of the community;
6. has information about and at least the beginnings of plans to fit into the productive economic and service life of the community.

Accepting these objectives we can fairly easily think of the processes under four classifications: academic, ethical, socio-governmental, and vocational. Although, as concerns any one individual pupil, these processes cannot be completely separated; they overlap and continually affect one another, let us discuss them separately.

The academic process is, according to history, the one for which schools were organized. And, in spite of spot tests here and there to the contrary, facts show that we are steadily improving this process. However, here is where several of our very real problems in the junior high school exist. For instance, the incoming junior high-school pupil population each year has in general an intelligence quotient range of from below 70 to over 150 and a grade achievement ranging from third grade to eleventh grade. Along with these academic differences there are all sorts of other factors contributing to or hindering development—such things as chronological age, health, home environment, special talents, and on and on.

Let us take just the academically basic ones of I.Q. 70 to 150 and grade level achievements of third to eleventh grade. We are immediately faced with the question: what are the processes by which pupils of these extremes and all the in-betweens can be taught at one and the same time? In developing these processes we must be careful that by the mechanics of the process we do not intensify or create other problems of a different nature (social—ethical—vocational). We cannot discuss all the possible solutions—and for reasons of size of organization, physical facilities, personnel, etc., we would not all attempt the same solution. However, the basic principles can be applied in most situations.

Briefly here is one method: Incoming seventh-grade pupils are first divided for their work in two *tool subject* fields; namely, English and mathematics. Division is made according to their achievement in these fields as rated by standardized tests and elementary school marks and compared against their intelligence quotients. These groupings are not static or permanent. A pupil may be changed from one to the other as his degree of achievement varies from the group. If so desired, this

process may be used for other subjects but should only include subjects considered as *tool* subjects required for all pupils. In East View Junior High School we include English and mathematics for seventh grade; English, mathematics and social studies for eighth grade; English, social studies and general science for ninth grade.

Such a process can be administratively possible from the single "self-contained" class through the largest school. However, this process brings to the front the question of course of study content which must range from the basic or minimum essentials through explorations and enrichments limited only by time and the ability of the most rapid pupils.

For all other subject matter and for administrative or social activity (home-room) the groupings are cut directly across the *tool* subject groups, thus insuring a heterogeneity of academic achievement within these groupings. The subject matter offering for these groupings will, of course, vary from community to community as affected by the size of the school, the facilities, the talents of the faculty and what the community wants and is willing to pay for.

THE ETHICAL PROCESS

Here public schools are at present under pressure and criticism and I, personally, think quite largely unjustly so. There are not in the curriculum of most junior high schools courses in ethics or religion. Therefore, the atmosphere or the climate of the specific institution has to bear its influence heavily. Every member of the staff—from the part-time custodian or grounds keeper through the entire faculty to the superintendent and the board of education—is an important factor. Honesty or dishonesty, humbleness or haughtiness, tolerance or intolerance, temperance or intemperance, faith or atheism on the part of any member of the staff will have its effect on the pupils and will show as they move on into the next step of educational growth.

In facing this problem one of the most important factors is the selection and in-service training of personnel for our staffs. The market is still good for the secondary level, but it will not continue so to be unless we see to it that the best material enters our teacher-training institutions. It is a long-range process. However, this is the age at which we have set as one of our objectives that youth begin to make its plans for its place in the working world. Our own guidance department are helping them in these plans. We have here a responsibility, not only to our present youth, but to youth not yet born.

THE SOCIO-GOVERNMENTAL PROCESS

Much of what I have said about the ethical process regarding the personal contact influences of the staff is true as regards the socio-governmental process. The selection and in-service training of staff members is of vital importance.

It is in the functioning of this process that the junior high school has one of its greatest opportunities. Although, the junior high school is classed as a secondary school we still have enrolled all the children of all the people, or a very high percentage thereof. The way is open for a junior high school to sponsor no social activity and to be governed by an autocrat in the person of the principal or to vary from that in an extended degree.

I feel that it is the responsibility of the junior high school to sponsor a social program which brings together all the various factors of its pupil personnel. Here is an excellent opportunity for community co-ordination. This is a common ground working place for parents, teachers, and pupils. Junior high-school buildings usually have facilities as auditorium, gymnasium, and playing fields which can be used in a program much more extensive than the school day. The junior high-school age is not an age for competitive inter-scholastic programs but is instead a highly desirable age for intramural and community activity. Such a program tends to the strengthening of community understanding and relations. It is probably one of the strongest influences for the breaking down of social snobbery and prejudice toward religion or race.

In the strictly governmental process the junior high-school pupil is entering an age in which he desperately wants to try his wings at self and group control. He is also aware that he still needs quite close supervision in these attempts. Pupil participation in school government becomes extremely important. This participation must have its limits clearly defined and be supervised within these limitations. You may or may not agree with the limitations or procedure in this illustration, but they are here quoted from the Student Organization constitution of the East View Avenue Junior High School.

ARTICLE V Executive Power: The executive power of the S. O. shall be vested in the Principal. The Principal shall be the Executive Officer. He may delegate his responsibilities.

(The actual practice has been to delegate this power to the President of the Student Organization.)

ARTICLE III The Faculty Sponsor of the Student Council shall attend all meetings of the Student Council. He shall be an adviser and a non-voting member. He shall hold the power of the veto.

The Faculty Sponsor of the Student Court shall have supervision of the judges and student court and shall have power of veto over the verdict of the judges.

It is particularly important, when such constitutional limits and supervisory provisions have been set, that the administration be willing to take the consequence of action developed under them and to give complete support to the democratic process experiences afforded the pupils through them.

It is further very important that the entire pupil population, not just a selected or elected few, be an active part of the process. The

entire school citizenry must be an informed and participating citizenry. This sort of thing can be done, for example, through such curricular contact as social studies classes or through such socio-governmental contacts as the home room. In our case the student organization constitution is studied in connection with local, state, and national government and is used as an example of a working parallel; it actually functions through the home-room organization.

Here again is a point where general school climate bears a heavy influence. For instance, a faculty which handles its own problems by the democratic process can be more readily understanding and co-operative with the pupils in facing their problems of democratic experiences. This is where the shoe fits your foot *and my foot pretty tight*. It is up to us so to operate our faculty relations that the democratic process may work for them. By our own procedures we control the thermometer of the school climate.

THE VOCATIONAL PROCESS

All the work of the junior high school is correctly considered as *general education* and certainly has nothing which could separate it as *vocational education*. However, as stated earlier in this discussion, part of the reason for organization of the junior high school was to give greater opportunity for exploration along with training and experience in manipulative skills. The meeting of these two problems has as many and varied answers as there are junior high schools and communities in which they are located. We cannot call an organization a junior high school unless it does something about them.

The increased opportunities for exploration and additional training in manipulative skills has brought to the front another question which is even more important, namely, the service of guidance in evaluating these experiences in relation to the individual's personal qualities to cope with the present and for the purpose of further elections and further preparation. There are many different ways of organizing to render this service but again a junior high school can not be so called unless it has an organized procedure of guidance. There is no other function more important in the junior high school today. Furthermore, this function cannot be delimited to guidance in relation to vocational problems. It must be concerned with the complete individual and all of the educative processes. The opportunities for exploratory offerings differ from school to school as facilities differ but the *responsibility* for guidance information and service does not vary. The staff must all accept this *responsibility*. It may be centered more in one member or in a small group but the junior high-school teacher who is not willingly conscious of and accepting his responsibility in this field should be removed from his position.

In the total picture the junior high-school pupil frequently finds his schedule so varied and including so many different contacts within

one day or one week that he becomes confused. He loses the continuity which we should expect to have within a subject field, and the security of close and continuing relationship with one teacher. Different approaches have been made to the solution of this problem—for example: core curriculum, block of time scheduling, permanent home-room grouping, *etc.*

A problem in the over-all picture of education, which seems to me needs considerable thought, has to do with the constantly increasing demands which are being made upon the schools. Many of these demands are vitally important and have values which are worth while to the educative processes. On the other hand, there are demands which should receive our absolute refusal. The evaluation for the acceptance or exclusion of such demands has become a constant problem for administration. Criteria for this evaluation are difficult to state in specific terms. At least two general evaluations need to be made—

1. Will this bring to the pupils information and/or experiences which will enhance—satisfactorily fit into—be a burden to—or be detrimental to the educative processes?
2. Is this a service or value to the school, to the community, or to the school-community relationship for which there is no other comparable or satisfactory channel?

These are some of the problems—solutions for which, it seems to me, we need to be constantly searching. Adequate answers for them will mean a better job of educating youth of the junior high-school age.

Group III (Monday)—TOPIC: How Can the Principal Promote Professional Growth in the Staff?

CHAIRMAN: *Mark Godman*, Head, Bureau of Instruction, State Department of Education, Frankfort, Kentucky

INTERROGATORS AND CONSULTANTS:

- N. G. Tate*, Principal, Highland High School, Albuquerque, New Mexico
- M. Channing Wagner*, Assistant Superintendent, Department of Secondary Education, Wilmington Public Schools, Wilmington, Delaware

HOW CAN THE PRINCIPAL PROMOTE PROFESSIONAL GROWTH IN THE STAFF?

C. E. TAYLOR

THE PROMOTION of professional growth in the staff is a complex problem and does not come as a matter of course. There is no panacea.

C. E. Taylor is Principal of Central High School, Sioux City, Iowa.

Education "for the long pull" must take recognition of the multiple factors involved, looking toward the establishment of a satisfactory *esprit de corps*. It is to be hoped that the following points will present opportunities for suggestion and stimulation.

1. *The emerging concept of leadership for the secondary-school principal offers much opportunity for professional service of the most elevated type.*

It is not difficult to believe that the principal has become almost the essence of leadership in certain quarters. How well he reacts to the implications of that situation, if true, determines the basic pattern of professional staff growth. Does the principal inspire confidence and a feeling of security in the staff? Is he democratic in deed as well as in theory? Is he personal and available to the individual teacher yet general in the co-operative solution of problems? Does he have the courage to determine a pattern of solution when it appears matters have reached an impasse?

Personal, sincere consideration of the individual teacher by the principal helps set the stage wherein professional growth may take place more easily. If the principal is available to the teacher or staff when needed, loyalty will provide professional growth if the principal leads. Simple yet sincere gestures when crises strike, a period granted here and there to see the dentist or to mail a package, a recommendation for son Joe or daughter Sally when a scholarship is very important, unmistakable yet professional support when the seemingly inevitable tensions arise between teacher and parent, student and teacher—here lie the simple elements which can make for an exalted or superior person, exalted and superior because of the seeming lack of them in the most of men. The concept is a relative one and time is a factor. Leadership, generally, cannot be established by one act or between the rising and setting of the sun.

Tompkins¹ apparently had this general idea in mind when he wrote that the principal has to listen a great deal, arbitrate to maintain order, and be a center of communication to be a leader of the highest type.

2. *Principals are human, too, and the most effective leadership can be developed only if the higher staff levels know about and give support to the professional and practical goals of the principal.*

Nothing can be so frustrating to the spirit of personal leadership as the feeling that the good work of an individual is taken for granted. This is equally true in relationship between the principal and superintendent, on the one hand, and the board of education and the community on the other. It is quite often true that the community appreciates the contribution of a principal or superintendent more than a board of education especially when that leadership is personal and sym-

¹Tompkins, Ellsworth. *Keystones of Good Staff Relationships*, Miscellaneous Bulletin, No. 13, Federal Security Agency, U. S. Office of Education, Washington, D. C.

pathetic, and, more often than not, vigorous or bold. Often this appreciation is not expressed so that the proper person knows of it until too late, so to speak, and that same spirit of personal leadership suffers as a consequence. The wise superintendent and principal seek to inform the board of education and the community of goals in keeping with accepted policies, reviewed and renewed from time to time in order to develop the optimum leadership qualities in all phases of the educational program. The principal, too, needs a feeling of security, and superior work should be recognized in a positive manner by all the integral parts of the complete staff.

3. Ours is a free enterprise system and professional growth must necessarily be aligned with salary and other considerations.

Leadership implications for the principal are often less complex with those staff members who desire a position in the so-called higher echelons of the educational world. Having arrived in that category because of one reason or another, regular salary increments or workshop inducements, which the staff should help establish, do much, if not more than any leadership technique, to promote professional growth. Good teachers, however, vary in method and technique and, by the ever-present principle of individual differences, should be free to move toward instructional goals by the professional method they may have developed. The personal approach to instruction increases individual responsibility and professional growth should be the result. Yet all have had the experience wherein leadership seemingly had exhausted the professional criteria for development. In that event, the "do this or else" philosophy takes over as a practical if not professional contribution to the development of professional growth.

4. Professional development is a continuing process with growth patterns closely related to progress curves of all the social sciences.

Most towns and cities tend to be provincial and schools are good barometers of that attitude. Custom and "this is the way we have done it in the past," with implication that it should continue that way, all too often are operating against professional growth. The gains toward professional development are always slower than desired and, often, in special periods of stress and in new and changing programs, the development actually might show a regression if an objective measure were available. Things often have to get worse before they can get better.

Education as a profession, however, is continuing to make progress and while it seems that education is confronted with organized attacks upon it, never have as many of our citizens been interested in education and never have there been so many programs looking to the betterment of educational opportunity for the youth and adults of the land.

The wise principal, then, in summary, is personal, available, and on the job. He recognizes good work even as he has a right to expect

support for professional leadership by the several parts of the complete staff. The economic aspect of professional growth is important but perhaps even more so is the right of the teacher to teach by his own method. The problem of professional growth is always present and relative but increased consideration of the problems of education by citizens of the land indicate full opportunity for the development of professional attitudes. In that program, the high-school principal is in a unique position for leadership and the development and promotion of professional growth in the staff is a most important element in that leadership.

HOW CAN THE PRINCIPAL PROMOTE PROFESSIONAL GROWTH IN THE STAFF?

LESLIE W. KINDRED

THERE is no single answer to the problem of promoting the professional growth of the staff in a secondary school. Many factors are involved and must be taken into account by the principal. For the purposes of this discussion, the following will be considered: (1) the orientation and induction of new teachers, (2) incentives for growth, (3) superior leadership, (4) ways to learning, and (5) opportunities for growth.

ORIENTATION AND INDUCTION

A program for the orientation and induction of new teachers should be pointed at the attainment of definite purposes. Specifically, these purposes should be to give the new teacher a sense of belonging to the school, a feeling of security and confidence in himself, a sense of pride in being a member of the teaching profession, and the development of his potentialities under constructive guidance.

Orientation starts when the individual signs a contract to teach in the school system. It calls for measures that build wholesome attitudes and provide service in meeting the initial problems of learning about the school, its personnel, and life in the community. Some principals have found that it pays to assign the new teacher to an experienced member of the staff for the security and convenience it affords for helping him to get over the hurdles that are bound to arise with the opening of school. Investigation has also shown that it is good practice to hold a series of conferences with the new teacher, or group meetings if several are appointed at the same time, for acquainting him

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thoroughly with the viewpoint of the institution and other items of professional interest. A conference agenda of this kind might include the philosophy and objectives of the school, routine administrative procedures, instructional policies, teacher organization activities, the retirement system, tenure, guidance services, health requirements, requisitions for supplies and equipment, discipline, public relations, *etc.*

Through the induction process an attempt should be made to facilitate the new teacher's adjustment and get him off to a successful start in the classroom. Among many principals today, it is believed that the new teacher should carry a lighter schedule during the first year. A lighter schedule enables him to do more intensive preparation for classroom teaching and to have time for observing the whole school in action. Accordingly, provision is made for attendance at professional conferences, visits to schools, attendance at study group meetings, observation of classroom teaching, the study of extracurricular activities, and participation in staff social and recreational activities.

At the same time he is supervised regularly by the principal or some other person who is interested in discovering and bringing out his potentialities. Too much stress cannot be placed on this service because, without doubt, it is the most important contribution that can be made to the growth of the beginning teacher. Where new teachers have been permitted to conduct classes without the benefit of constructive supervision, their understanding of the instructional process has seldom been raised beyond the level of their own ingenuity during the early trial and error period. If they had been assisted by a skilled supervisor many of the problems would have been overcome which command the attention of principals today. Failure to work with new teachers in classroom instruction has been a tragic waste of human resources in American education.

INCENTIVES FOR GROWTH

It is not unusual to hear principals indict teachers for their failure to manifest an interest in personal and professional growth opportunities. Generally, such an indictment means that the school system itself warrants examination before anything further is said about the teachers employed in it. The probabilities are high that teachers do not respond because they work in an environment where there is little incentive for growth and their reactions are based upon disappointments and frustrations accumulated over the years.

Teachers have incentives to grow in service when sincere efforts are made by those in authority to satisfy their fundamental needs and desires. A principal who recognizes this fact must ask himself what fundamental needs and desires must be satisfied in his own staff before wholesome attitudes are created. *First*, studies show that teachers want security. Security equals a decent wage, protection against

illness, absence from financial worry, the enjoyment of some luxuries, and a reasonable retirement allowance. *Second*, they want desirable working conditions. These include attractive classrooms with adequate supplies and equipment, restrooms where they can relax free from intrusions, a clear understanding of what they are expected to do, classes that are small enough for efficient work, and full co-operation from the administration. *Third*, teachers want fair treatment. Fair treatment includes a reasonable working load, an equal distribution of the curricular and extra-curricular responsibilities, an honest salary schedule, impartial recognition of meritorious service, the privilege of speaking frankly, and administrative support in the face of adversity. *Fourth*, teachers want the feeling that they are an integral part of the school—that they belong. They resent being treated as inferiors. They want status and the privilege of expressing their views. They want to be kept informed and taken into confidence by the administration. They want to be treated first as human beings, then as teachers. *Fifth*, teachers want recognition for their work. Recognition involves periodic reports to the staff, superintendent, board of education, and public concerning their accomplishments. Recognition involves respect by those in authority as well as other teachers in the building. Recognition involves selection for responsible tasks which imply trust and confidence. Recognition involves promotion to better positions and a full explanation of the reasons upon which promotion is based. *Last*, teachers want a voice in administration. They are not interested in having administrators relinquish their authority, but they do want to have a voice in determining school policies and programs. They want to know that any invitation extended to participate in administration represents a real desire on the part of the principal to profit from their thinking. They resent hypocrisy and soon learn to detect it. They want to work with administration, not for administration.

The extent to which the administration works for the satisfaction of these needs and desires determines the attitudes and feelings of teachers in a school. If attitudes and feelings are wholesome, they will respond to growth opportunities. If they are not, they will conform to official mandates but subtly resist efforts made for their improvement.

SUPERIOR LEADERSHIP

Many of the fundamental needs and desires of teachers can be met through superior leadership on the part of the principal. This is evident in schools where educational progress is outstanding. In these schools the principal is a person who has won the acceptance of the staff through his skill in group leadership and his ability to live and work with people. Sometimes he directs the action of the group, but he usually tries to create situations in which the leadership passes

from himself to members of the staff. His function is that of building leaders, creating unity, and developing a sense of power and emotional security.

By offering suggestions, releasing authority, and encouraging the staff to make decisions, he demonstrates his faith in teachers and capitalizes upon their experience and judgment. He believes that better decisions will be reached when problems are attacked by the group, rather than by a single individual. His whole outlook is one of making the school a challenging situation in which the staff is confronted constantly with issues that demand careful thought and attention.

He is interested in experimenting with new ideas, but not to discredit existing practices. He tries to find out what advantages may be gained for pupils and teachers from research findings and emerging programs in other school systems. He knows that the more he can involve teachers in worthwhile activities related to instruction, use the group approach for the solution of common problems, enrich thinking through the sharing of ideas and information, expand the opportunities for leadership, and work as a team, the greater will be the chances of building an excellent staff and a strong school.

WAYS OF LEARNING

Procedures rich in learning values have been implied in the brief description of the principal's leadership. They refer to the need for creating learning situations in which teachers take part in their own achievement, especially in establishing democratic ideals and acquiring skills for solving common problems. Teachers who participate in group activities quickly recognize the worth of this process. There is no difficulty with motivation once they have experienced this method of working together.

There is a danger, however, that the staff will attempt to undertake tasks that are too difficult at the outset. A wise principal tries to guard against this possibility by directing attention to problems that are practical and immediate of solution. He knows that interest wanes and discouragement follows when an inexperienced group attempts long-time problems from which they are unable to see tangible results for their efforts. His leadership, in this respect, becomes extremely important because he realizes full well that success at the beginning is most important in stimulating interest and promoting growth.

After the staff has some experience in working together on matters of common concern, the principal is then ready to suggest the planning of a definite in-service program. Some principals take the position that this planning should remain strictly with the staff, since they are the ones who know their own weakness and will participate more enthusiastically when they develop the plan themselves. This technique may work successfully in some schools, but not in others. Its use depends entirely upon where teachers are in their development. Some could assume this responsibility and do an excellent job of planning,

while others would make a dismal failure out of the challenge it presents. The principal must judge whether or not the entire responsibility should be left with the staff. He must be prepared, in any event, to offer helpful and realistic suggestions. His primary concern should be that of getting teachers to think and take action for growth in service rather than trying to lay out a comprehensive plan for them to follow. If he has won acceptance and is regarded as a member of the group, his suggestions will carry weight.

OPPORTUNITIES FOR GROWTH

What are some of the possible means by which the growth of teachers in service can be realized? Using a small planning committee selected by members of the staff, the following methods might be considered: (1) simple, practical research projects that offer promise for the improvement of classroom teaching, (2) repeating published research to determine where similar results are obtainable, (3) experimenting with newer-type programs after considerable study and planning, (4) building staff meetings around a selected series of topics in which teachers have strong interest, (5) working with parent groups on instructional problems of mutual concern, (6) organizing a series of excursions for the study of community resources useful in classroom instruction, (7) creating small study groups for the intensive investigation of real and immediate problems, (8) establishing one or more committees to review current literature and supply pertinent digests to the staff, (9) setting up a workshop for the study and solution of problems most in need of attention, (10) asking key members to demonstrate methods and techniques when the staff is ready to profit from this type of observation, (11) bringing in specialists or going to schools where specialists may be found who can demonstrate how a given procedure may be used in teaching, (12) bringing in an outside specialist to give a tailor-made course for the local school, (13) taking advantage of university courses within commuting distance that are related to the in-service program, (14) training a few key teachers to work with volunteers on special projects, (15) freeing teachers for full or part-time work on curricular reorganization work, (16) encouraging teachers to take a more active part in worthwhile community affairs, (17) having teachers give courses under board direction in subjects and hobbies for which they have special competencies, and (18) providing recreational opportunities after school hours for teachers to enjoy free time and become better acquainted.

No school can undertake all of the activities enumerated in this list, but most schools can find a number which are suitable for their own program. All have been employed with varying degrees of success. The degree depends upon the presence or absence of the factors considered in this discussion of how the principal can promote professional growth in the staff.

Group VIII (Monday)—TOPIC: What Are the Most Effective Methods and Practices for Eliminating Fraternities and Sororities?

CHAIRMAN: *Larewnce E. Vredevoe*, Director, Bureau of School Services, University of Michigan, Ann Arbor, Michigan

INTERROGATORS AND CONSULTANTS

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WHAT ARE THE MOST EFFECTIVE METHODS
AND PRACTICES FOR ELIMINATING
FRATERNITIES AND SORORITIES?

EARLE R. SEIDNER

OUR SCHOOL is located in an industrial community of 50,000 people. We are supported by a steel mill which has more than 12,000 employees, and by smaller industrial concerns which turn out a variety of products. The parents of our students vary widely as to their native backgrounds to such an extent that a list of our graduates affords examples of practically all nationalities.

Our high school offers a comprehensive program suitable to the type of boys and girls who live close to industry. For most of our students, high-school education is terminal. Most of our boys go to work, and most of our girls get married shortly after they graduate from high school. Fewer than twenty per cent of our graduates take further educational training of any kind.

While our city is located in rather close proximity to several colleges, college influence has little impact upon the community. This factor is of importance to our consideration of the fraternity and sorority question because, unlike some communities where boys and girls borrow their ideas from those of college students, our student clubs had their inception in a different manner.

Boys' and girls' clubs were organized in this community about twenty years ago, and the same clubs have been in existence ever since. Many of the members of our faculty belonged to these same clubs when they were in high school. New clubs have been organized as different groups of boys and girls felt a need for the kind of activity which the clubs offer. Reasons for the inception and growth of these clubs should be recognized at the outset: evidently they met a need for social intercourse which had been met nowhere else in the community, whether within the school or outside the school. Their club

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activities give boys and girls an opportunity for self-expression and for participation in the areas of group self-control, needs which are common to boys and girls of high-school age universally. In our school the girls have out-organized the boys more than four to one; we have five groups of boys and sixteen groups of girls. Out of the school population of 1,400 students, three hundred of them are members of out-of-school clubs.

The attitude of the school administration in opposition to these organizations derives from three factors:

(1) The Ohio statutes under the provisions of which these clubs are illegal. Our state laws deal specifically with high-school fraternities and sororities, declaring them illegal and setting penalties for school administrators who tolerate them. While no school men of my acquaintance have knowledge of any school administrator who has been prosecuted under these provisions, the laws are on the books and their intent is clear.

(2) Undemocratic procedures within the groups which make them undesirable in a democratic school system. Membership in most of these organizations is gained only after a severe eliminative procedure, a pledging period, and inane initiation procedures. Any person who has joined a college fraternity or sorority understands the full implications of becoming a member. While none of these activities is conducted within our school, the word gets around unofficially, and the status of membership of any boy or girl becomes common knowledge among all our students. The same thing is true regarding those who have been blackballed and denied membership. Until a year ago every club had its own distinctive jacket with the name or insignia of the organization. Those boys and girls who belonged to the clubs and wore the insignia became the self-chosen elite of the student body. They were the chosen few. While a situation of this kind might be tolerated in a private institution, such undemocratic selection has no place in a free public high school.

(3) The adverse effect upon a school which results from the activities of outside organizations. It is most difficult to compete with these organized groups of boys and girls when they choose to sponsor their own affairs in competition with school events. We have had the sad experience of trying to hold a school dance or party on the same evening that one of these clubs was putting on a dance open to the public. Of course, the unchaperoned, unsupervised club affair in the hotel ballroom or the Moose Auditorium presented a more attractive project to many boys and girls than did a dance at the high school. While this competition has been detrimental to our school, it is not the basis for our greatest concern insofar as its effect upon the school is considered. Members of outside school clubs develop a greater and stronger loyalty to these organizations than they have for their high school. Their own group comes first and the school second, a situation which has been most detrimental to a good *esprit d'corps*. Last June a senior boy who was president of one of these groups came voluntarily to talk to me about this very situation. While he did not wish to have his opinions advertised among the students, he made plain to me his opinion that the spirit within our school would never be very great or very good so long as the outside clubs existed.

While the general effect on the student body is bad, the results of the selective process as they apply to individual students is far worse. We are not

particularly concerned with the boys and girls who are chosen for these groups. For the most part they are good students who possess initiative and leadership. Our greater concern is with those who are not chosen, those boys and girls who are conscious every day that they are among the rejected. It is not difficult to understand the unhappiness of a high-school student who finds it necessary to go to school day after day in a school and among students who have him marked as one who has been rejected by the elite society. We can hardly blame such a student for finding his major interests elsewhere.

Before any program of elimination is started, there are certain basic considerations which must be determined by any high-school principal who intends to initiate such a program. Unless the principal wishes to run the risk of finding himself stranded far out on a limb, he should insist that the board of education take definite action and guarantee unlimited backing. In the second place, since club organizations grow out of the social needs of boys and girls which have not been met within the school, there is an obligation to provide substitute activities which satisfy these needs. Finally, a definite program must be planned step by step before any action of any kind is initiated with the students.

We were fortunate at Lorain in having a board of education whose thinking in regard to these organizations paralleled our own; in fact, in some respects their thinking was ahead of ours. In our meeting with the board members we received their assurance that the program would be supported to its conclusion, with proper legal action if such action became necessary. Our board of education was quite willing to put into board resolutions those matters which we considered essential for satisfactory presentation of our program. Before any such resolutions were broadcast, the principal held a series of meetings with club presidents and with the members of each club individually. The purpose of these meetings was to discuss the relationship between the clubs and the community. The students and the principal were equally frank with each other during these discussions, and the meetings served as a starting point in a ground-breaking procedure for the program which was to follow. Since the school is large, intimate relationship between principal and students is necessarily limited. It was necessary to establish mutual acquaintance and confidence if there was to be any co-operation. From these conferences came many complaints, criticisms, and suggestions for improvement of the school. The suggestions led quite naturally to those improvements which had already been considered by the administration in planning for the program.

In order better to meet the social needs of the students, the extra-curricular program of the school received some serious reorganization in the following areas:

(1) School clubs were encouraged and helped. The school offered to provide sponsorship, supervision and facilities for any interest club which wished to explore its interests under the auspices of the school. We found

some boys wanted to learn to cook; they began our Chefs' Club. Another group of boys and girls found the old civil defense pistol range beneath our school building and began a Rifle Club. These are but two examples of the kind of interests our students wanted to follow and had never been invited to do so. At the present time we have twenty-one student clubs and organizations which are active some time during the school year. We have made it clear that these organizations are not necessarily permanent ones; they exist only so long as the interest remains. We encourage their discontinuance as soon as interest wanes so that nobody needs to feel a responsibility for maintaining the life of a club which has already died.

(2) Intramurals for boys and girls. It is neither fair nor accurate to say that there had never been an intramural program in Lorain High School because a very active program was conducted prior to the second World War. It was discontinued, however, because employment opportunities for our students turned their interest away from this type of activity. The program was reinstated beginning November 1950. From then until the middle of May, a faculty-supervised program of basketball, volleyball, ping pong, bowling, and softball attracted our students to the extent that more than three thousand student-periods were spent by boys and girls who participated in these activities. The success of the program is attested by the fact that it is being continued this year, supported financially by the board of education, and with additional activities included.

(3) Encouragement for student social function within the school. It has become the conviction of our school staff that the school can and ought to be the center of student social activities, and that the school building should be available whenever possible for a social function. This conviction differs somewhat from the former policy of the school. We learned last spring that students were anxious to avail themselves of the broader possibilities for social affairs and were anxious to use the school in the manner suggested. Before school closed in the spring of 1951, all school organizations were invited to send a representative to a meeting for the purpose of establishing a social calendar for the coming school year. At this meeting we learned that the demand for available time for social functions far exceeded the possibility of our meeting all the needs. As a result, our present school year is an active one for our students. Every available date on our schedule is filled with a party, a dance, a field trip or excursion, or other function in which students wish to participate. Home-room and class groups are encouraged to meet in informal sessions after school and in the evenings for parties, dances, and entertainment. The senior banquet and the senior prom are now held on a semi-annual rather than an annual basis, a logical development for a school which has two graduating classes each year.

When our students learned that they were going to have broader opportunities for social purposes, they soon let us know of an area in which they were very weak: most of them had never learned to dance. We met this need by offering a series of dancing classes with professional instructors doing the teaching. The cost of these lessons was financed by the students themselves at no great expense to any one individual. Their response to the opportunity exceeded our greatest expectations; in fact, a second series of lessons was offered the following year. The need for instruction in dancing has been so obvious that the idea and the plan have been put into operation this year in the junior high schools.

Other attempts have been undertaken to make the school important in the lives of our students. We now reserve all-student sections at our football and basketball games, and in these sections only students are permitted. While it is not an unusual or a radical development, it is new to this school. The Student Council has been reorganized and given broader areas for operation. The opportunity for our students to exercise greater voice and participation in the activities of the school has developed a great deal of aggressive student leadership. While it is within bounds, it has resulted in improvement along many different lines of student expression.

The foregoing are the chief attempts which have been made by our school to satisfy the basic considerations.

The first step in the direction of exercising control over outside clubs was that of outlawing club jackets and insignia within the school. The board of education was quite willing to formulate and publish a resolution that such apparel and such insignia should not be worn within the school. On the same day that this announcement was made to students, the following letter was sent to the parents of each member of an outside club:

February 2, 1951

Dear Parent,

During the past three years the Board of Education and the administrative staff have carefully studied ways to improve our schools. One phase of our study concerns you as a parent of a son or daughter belonging to a club which is not school sponsored. We refer to such clubs as the Dukes, Barons, Y-Hi, Echo, and others.

Pupils are known and judged by others according to the club to which they pledged, or by the fact that they have been rejected. Our Board of Education views with misgiving this division of our student body. You understand that these misgivings are not concerned primarily with your son or daughter as an individual member of a club; on the contrary, our chief concern is for those boys and girls who have been rejected.

In a free, public high school which is organized for the teaching of democratic living it does not seem fitting that a majority of our students should be reminded day after day that they have been rejected. In order to relieve somewhat this feeling of our students toward each other, the Board of Education has enacted a regulation prohibiting the wearing of insignia of outside organizations within the school. Exceptions may be made of such groups as the DeMolay, Knights of St. John, etc.

Therefore, effective Monday, February 5, 1951, the wearing of any sign of a non-approved club is prohibited in the Lorain Public Schools. I earnestly seek your co-operation in the enforcement of this regulation in the interest of more democratic schools.

Very truly yours,

/S/E. R. Seidner
Principal

On the morning designated as the deadline date for such insignia, a special faculty meeting was held before school opened and the following bulletin was given to all teachers:

Bulletin to Teachers

From: E. R. Seidner

Re: Club Insignia

Date: February 2, 1951

Confidential to teachers only. Not to be divulged to students.

1. *To Home Room Teachers!* Monday morning write on the back of your attendance report the names of all students who are wearing club insignia. *Do this yourself*; do not have a student aid do it.
2. *Home Room and Classroom Teachers*—Do not send violators to the office. We will send for them as we want them.
3. (A) If violators are few in number, we will call all of them to the office.
(B) If there are a great number of violators, we will meet them in small groups—Seniors first.
4. We will tell each violator—
(A) Go home and change and report back to school as soon as possible.
(B) You are receiving a zero in each class as long as you are out, and you cannot return wearing insignia.
(C) If you have not returned by Wednesday morning without insignia, we shall send for you and your parents.
5. Any club which has members who persist in attempting to violate this regulation will have such members suspended from school, and the legal representative of the Board of Education will take action to have the club disbanded in accord with provisions of State Law.
6. During the day today exert your influence with club members—particularly with the leaders—to secure their co-operation in observing this regulation. Some of you have already been effective in this respect; all of you can be.

The care with which the step was initiated is indicated somewhat by the fact that no students were in violation of the regulation the day following the announcement. During the same week the principal held another series of meetings with organization presidents and with each separate organization. A meeting of the High School Parent-Teacher Association was devoted to a discussion of the regulation of outside student organizations. This meeting was well publicized ahead of time and attracted the second greatest number of school patrons who had ever attended a PTA meeting. During the meetings with the student clubs the principal gave all students an opportunity to express their disapproval of the regulation, but explained the reason for it. While it was necessary to return a second time to some of the more militant organizations, they all finally agreed to assume responsibility themselves for compliance with the regulation by their members. The regulation has been very well observed, and in only a few isolated instances have there been any attempts to bring into the school anything which designates a person as belonging to one of these groups.

The time schedule of our campaign called for an interim period of three months or more during which the principal agreed to meet with club presidents and individual organizations as often as was necessary. It was our intention to inform the students shortly before the end of the school year that outside clubs were to be eliminated, the timing

of the announcement to be such as to prevent radical uprisings and agitation for a student strike over the issue. At that time in the year, Seniors are concerned more with thoughts of banquets, proms, baccalaureate and commencement activities than with the clubs of which they are soon to become ex-members anyhow. At first, consideration was given to the idea of inviting all members of these groups to a general meeting at which the announcement should be made, but the better plan was decided upon: to meet first with the presidents of the groups, and then with each group individually. To the groups the following alternatives were to be offered, and they were to be invited to determine, each club for itself, which alternative it wished to choose.

(1) To disband its organization immediately or to incur severe penalties specified by the board of education for failure to do so.

(2) To accept school sponsorship. The school is quite willing to provide such sponsorship, but acceptance of this offer by a group will mean giving up the secret aspects of club activities, undemocratic methods of selecting members, and unsupervised meetings and social affairs.

(3) To enter into a written agreement with the school administration that they live out their club existence according to their present membership, but that they pledge and initiate no new members.

The offering of alternatives is an important part of our planning for this program. Given a choice in regard to the manner in which their clubs should be eliminated places some responsibility upon the students themselves for abiding by their own decisions.

Undoubtedly the change in tense in dealing with the final step in our campaign has already been noted. This change is not accidental because this last and most important step has not yet been taken. Shortly after the wearing of insignia was made unacceptable, our school and community became involved in severe difficulty similar to that which is described in the Pasadena story. The situation was so serious that it has resulted in the resignation of the Superintendent and the Assistant Superintendent of Schools, and in a change in personnel of the Board of Education. Under such conditions it would have been folly to add fuel to the burning by introducing another controversial school question. In fairness to the new school administration, the fraternity and sorority elimination program has been suspended.

In spite of the fact that our school was interrupted in its attempt to eliminate unauthorized clubs, the school has derived a great deal of benefit from carrying on the preparatory aspects of the program. Our attempt to make the school the center of activities for boys and girls and to meet their social needs has given us a much better school. The intensive work with the club presidents and members of their organizations has established a cordial relationship between these students and the school administration. The relationship must be maintained by continuing activity of this kind in order to make our task of elimination an easier one. It is our hope to get the job done without leaving scars

which will never be healed. It has been done in other places; it can be done here.

WHAT ARE THE MOST EFFECTIVE METHODS AND PRACTICES FOR ELIMINATING FRATERNITIES AND SORORITIES?

C. DARL LONG

IN JUNE, 1898, twelve young men and women became the first class to be graduated from White Plains (N. Y.) High School. At that time White Plains was the county seat of Westchester County and boasted a population of approximately eight thousand. The High School, housed on the top floor of an elementary school building, included grades 9 through 12, a faculty of seven, and a student body of approximately one hundred.

Today, White Plains is still the county seat of Westchester, but it has grown in size and changed in character. Its population is approximately 45,000, many of whom commute daily to and from New York City (thirty-five minutes away by train) where they are employed. An equally numerous group treks each day into White Plains where they work in county government service and in the business establishments which serve the large and financially favored population residing in Westchester and Southern Connecticut.

During the past fifty-four years, the high school has changed to keep pace with the growth of the city. In 1910 a "new and modern" high-school building was occupied. By 1928 that building was outgrown and obsolete, and in the spring of 1930 the high-school population of approximately 900 moved into the present high-school building which is located in the southern part of the city on a campus of 17½ acres. During the school year 1939-40 the high-school student body numbered more than 2,000 pupils. Today it is a three-year comprehensive senior school with an enrollment of 1,450 and a "holding-power quotient" of approximately ninety per cent. Slightly more than half of its graduates continue their formal education in colleges, technical schools, and other institutions of learning. The remainder go directly from high school to employment either in White Plains or elsewhere in the Metropolitan area.

The first issue of the high-school yearbook, *The Oracle*, was printed in 1898 and included the picture of a group of young men who were members of the Alpha Alpha Literary Society. The following statement is extracted from the write-up of Alpha Alpha activities for that year. "A pleasing feature of the initiation is the second degree,

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or rather what follows the second degree. Many of the members have been greatly embarrassed because of the costumes they were obliged to assume at certain times in school. They have afforded much amusement for their fellow students, but at the same time they have demonstrated the fact that they will always obey an order coming from proper authority."

In the year-book of 1899, a picture of the Delta Alpha Fraternity appeared with the announcement that Alpha Alpha had become the "grand chapter" of the Delta Alpha Fraternity. The Superintendent of Schools and the high-school principal were listed as being the "G.M." and "V.G.M." respectively. (These letters are assumed to be the initials for the titles of Grand Mogul and Vice Grand Mogul.) In this innocent manner, we see the origin of the fraternity-sorority problem which has affected White Plains High School for a half-century. It is significant to note that the initial group was not only sponsored by the school but its two highest ranking officers were also the two top-level officials of the school system.

Delta Alpha was the only fraternity listed in *The Oracle* until 1910 when Phi Lambda appeared along with the Phi Psi Debating Club (for boys) and the Theta Gamma Literary and Debating Society (for girls). In the Phi Lambda write-up of that year there is this statement: "It is a part of the county organization founded in 1907 in New Rochelle, having now spread to Yonkers and White Plains, uniting the schools and placing athletic rivalry on more friendly grounds which same effect it will have on literary competition in future times."

In the 1916 year-book, Theta Gamma Literary and Debating Society became Theta Gamma. The 1916 write-up of Delta Alpha listed, in addition to the names of many men who were then, or later became, prominent in the community, the names of several high-school principals from the metropolitan area as "Honorary Members." The 1927 *Oracle* includes pictures of seven fraternities and sororities in addition to a picture of the Inter-Fraternity Council which was organized that year.

While the records indicate that the first exclusive societies in the school were encouraged and sponsored by the school authorities there is a growing body of evidence which leads one to suspect that the relationship was not always a happy one. Tensions seem to have resulted from efforts made by the faculty to control the activities of the fraternities and sororities in response to community indignation over the antics of the "brothers" and "sisters" both in and out of school. While most of the earlier protests resulted from initiation practices and unsupervised parties, some people questioned the desirability of the "undemocratic attitudes" fostered by the exclusive groups.

Two public meetings of parents and faculty members were held during 1928 and 1929. At both of these meetings the objectors to

fraternities and sororities were confronted with effective arguments from student members, alumni of the secret societies, and parents who believed sincerely that the groups were of great value in the social life of the young people of the community.

The number of fraternities and sororities in the school and the range of their activities increased steadily during the next decade. In 1939, the faculty prohibited the wearing of fraternity sweaters and insignia on the school campus. When this regulation was flaunted almost universally, the faculty banned the pictures of the fraternities and sororities from the school annual. The Inter-Fraternity Council then printed for a period of several years a small yearbook which was named "The Missing Link." The purpose of this book was to demonstrate that fraternities and sororities were a definite and effective part of the life of the school despite the action which the faculty had taken.

The community and the school authorities became thoroughly aroused in 1941 when the death of a high-school girl was alleged to have been associated with the activities of one of the sororities. Protest meetings were held and demands were made that the Board of Education "do something about these societies." A questionnaire was prepared and circulated to all parents of high-school pupils and to all members of the faculty. A tabulation of the results showed that approximately eighty per cent of the respondents were opposed to the exclusive groups and requested the Board to take action that would lead to their elimination. The Board then enacted a resolution barring members of "Greek Letter Societies" from participation in the "extracurricular activities" of the school. Subsequent to this action, the fraternities and sororities dropped the Greek letters and became "Clubs."

The high-school principal at that time set up some simple rules to be followed by these "club" groups and the Board of Education agreed to let him work with them in an effort to bring about a happier relationship with the school. A minority of the members failed to cooperate and very soon the "clubs" were operating in pretty much the same fashion as in the past. In 1945 the Board of Education adopted a resolution requiring that each pupil sign the following pledge to be eligible for participation in extracurricular activities: "I am not a member of, nor will I join, any club connected in any manner whatsoever with the activities of White Plains High School, whose membership is not open to every student who applies for membership and who meets the qualifications for membership which are approved by the principal of the school for that particular club."

This resolution was again adopted by the Board for the school year 1946-47 following an open hearing on the question. In August, 1947, another open hearing was held, after which the Board added the requirement that parents and guardians sign the pledge card with the pupil as evidence of their knowledge of the child's signature.

The pledge card system drove the exclusive societies underground and freed the high school from practically all overt evidence of their activities. In the fall of 1947 several of the groups voluntarily disbanded and notified the high-school principal of their action. The student activity program of the school was expanded and increased efforts were made to draw more pupils into policy-making endeavors.

The alumnae of Theta Gamma, in November of 1947, set up an organization known as the Theta Gamma Association of Westchester. This Association opened its membership to women living in Westchester County and set goals and activities for itself closely allied to the goals and activities of the Woman's Club of Westchester. In January of 1948 this group formed a "Junior Theta Gamma Association of Westchester" for girls of high-school age and specifically stated that its activities must not take place on the campus of or be associated with the activities of any public or private secondary school.

While the Junior Theta Gamma Association of Westchester had much in common with the old Theta Gamma Sorority it was "not connected in any way whatsoever with the activities of White Plains High School"; therefore, its members could honestly sign the high-school pledge. This action pointed the way and established a pattern which was followed by other fraternities and sororities. For the past ten years these groups had exerted strong efforts to maintain and establish their identity with the high school. At this point, however, the direction of their efforts was toward disassociation and to demonstrate by words and acts that they were not connected with the school.

While from this juncture the activities of fraternities and sororities were kept out of the school, the psychological impact on the pupils and parents remained. In the fall of 1949 the Board of Education appointed a committee comprised of parents, teachers, other adults in the community, and the six elected officers of the high-school student body to study the problem and make recommendations. This committee spent five months in a friendly and objective study of the situation. Toward the end of the school year it made a report which included the following principles and recommendations:

A. A statement of principles which should govern the Board of Education and the School Administration on matters of extracurricular activities, with special reference to the immediate topic of the role of fraternities and sororities in this community.

1. The Board of Education, the administration, and the teachers of the White Plains Schools are charged, not only by law but by general public opinion, with providing a wholesome, well-rounded, effective program of education for the boys and girls of the community. It is carried on through the regular curriculum (a wide variety of formal classes) and through what is called the extracurriculum (a wide variety of activities including the whole system of student government, athletics, dramatics, musical clubs, and other specialized interest groups). This program must be conducted in a

democratic, non-discriminatory manner for all the children. The tests of the appropriateness of any course of study or activity are:

- a. Does the class or activity contribute in a wholesome and effective way to the well-rounded growth of the participants?
 - b. Is the activity available on a democratic basis for all?
2. Besides these *educational* tests of the appropriateness of an activity in the school program there is a further *administrative* test to guide the school staff in its decisions as to the inclusion or exclusion of an organization or activity in the program of the school. The school can assume responsibility for an activity only if it also has authority to control it. This control must include the power to create, regulate, or dissolve any group or activity. No activity can properly be approved by the school unless the administration has these powers in fact.

This principal of correlated authority and responsibility can be spelled out further. An activity group should become recognized as an extracurricular activity of the school only if it:

- a. Serves an acceptable need appropriate to a public school
 - b. Is responsible to and part of the whole school life
 - c. Is supervised by an assigned staff member of the school
 - d. Is operated on a public, open-book basis
 - e. Has its membership dependent solely on announced qualifications which are discriminatory only with reference to the special talents required and the practical problems of size, available staff, and equipment. (For example, membership in the glee club must depend only on talent, teaching staff, and equipment; membership in a riding club should be governed by interest in this activity plus availability of staff and horses; membership in a competing riding team, in addition, would depend upon competitively determined skill.)
3. The principles stated under 1 and 2 above place the burden on any club, organization, or group to prove that it can meet the crucial tests for becoming an approved extracurricular school activity. It should be noted that many laudable groups and organizations cannot meet all of these standards. Church groups, for instance, probably cannot meet them. Fraternities and sororities as usually organized cannot meet them. A political club doubtlessly would find it difficult to measure up. A group of boys organized as an athletic club, but not responsible to the coaching staff, undoubtedly would not be recognized as a part of the school. Furthermore, the school is not required either to approve or disapprove of the activities of groups for which it is not formally responsible. The school system is only one of the social forces concerned with the welfare and growth of young people. Some youth activities and groups are clearly the responsibility of the many other agencies of the community, both public and private. There are whole areas of social living of young people, which are, first and foremost, the responsibility of the parents of the young people. The school should not attempt to do all of the things which are important for the young people; one of the simplest and most obvious reasons is that it cannot. However, when the school is asked to assume responsibility for some special activity it must insist on certain standards.

4. The membership of a student in any activity of the school should be dependent entirely upon his meeting the announced eligibility regulations for such membership and should not be dependent on any factors in his life which are outside the jurisdiction of the school. His participation in an activity should be dependent entirely upon:
 - a. His continued eligibility
 - b. His contributions to the group
 - c. His general school citizenship.

The school cannot properly challenge a student's non-school activities or affiliations unless such an outside relationship infringes on, or is a threat to, his effective membership in the school activity. For example, a coach, it is generally agreed, can rule that a basketball player desist from belonging to another team during the season. He can also demand that players refrain from smoking—for health reasons. But, he cannot properly ask about the player's religion, politics, national origin, or membership in non-school groups—unless there is a school policy based upon demonstrated facts that such affiliations adversely affect basketball participation or the correlated school citizenship.

Any plan, therefore, which denies members of certain non-school groups the privilege of participation in school affairs is improper unless it can be proved that such membership specifically interferes with the proper functioning of the school's activity program.

5. The school cannot take formal responsibility for the non-school lives of its pupils; the clearly defined standards stated above should govern the assumption of responsibility by the school. It does not follow, however, that there must be a sharp boundary between the responsibility of the school and the responsibilities of other forces. The school administration and every individual staff member have a profound professional and moral duty to do all within their power to help the young people develop into maturity so that they can be happy, useful and good adults. The school does have an interest in the around-the-clock lives of its pupils, even though it does not have total responsibility.

In summary, a fraternity, sorority, club, more or less organized gang, or casual collection of youths outside to the school is a concern of the school under either or both of two conditions:

- a. A group's activities interfere directly with the school's program so that the school must take some relevant action.
- b. The school can find an educational role in helping solve the social needs which have caused the formation of the groups.

In any event, the school only shares the community's youth problems and consequently can only share in their solution with the other public and private social agencies and with the parents of the boys and girls.

B. Findings concerning the operation of the present regularions regarding fraternities and sororities and suggestions for a revised policy.

1. Fraternities and sororities—as historically understood in this community—cannot be accepted, now or in the future, as part of the educational program of the White Plains Public Schools. Such fraternities and sororities must be treated as private clubs, completely outside the jurisdiction of the school.

2. The policy of the Board of Education to eliminate any undesirable influence of fraternities and sororities on school life is affirmed as being proper and sound.
3. The historical necessity of a vigorous policy of excluding fraternities and sororities, including the use of the pledge card system requiring pupil and parental signatures, is recognized. In spite of the inherent difficulties in a pledge card system, the plan used by the Board has served its purpose of forcing the issue of fraternity and sorority activities into proper perspective. In recent years, particularly since 1947, two trends have become evident, due in large part to the impact of the pledge system:
 - a. Overt activities of fraternities and sororities on the school campus and in student life during school hours have been practically eliminated. They are causing no serious trouble to the administrators.
 - b. The fraternities and sororities themselves apparently have accepted the fact that they must be non-school groups.
4. Fraternities and sororities have not disappeared from the community. The evidence, based upon the considered opinion of observers in lieu of membership lists, is that the number of organizations may be even greater and the total number of students involved may be about the same as ten years ago. Probably from fifteen to thirty per cent of the students are members, the percentage figure depending in part on the inclusion or exclusion of certain less-secret groups which are hard to classify. It may be concluded that, while the school has been effectively freed from undesirable influences of fraternities and sororities, they continue as social factors in the lives of many young people of high school age.
5. Because the pledge card system no longer seems necessary, it can be abandoned. The objectional aspects of the system now seem to outweigh any advantages it once had. Its continuance cannot be recommended.
 - a. Many serious-minded parents and pupils—and also members of the faculty—are concerned about the ethical aspects of a pledge card which each person can interpret in his own way. The phrase "connected in any way whatsoever with the activities of White Plains High School" is the source of the difficulty.
 - b. Nearly everyone signs a pledge card. The fraternity and sorority members generally sign. The few not signing have been mainly those not interested in student life or those working too many hours after school to participate in extracurricular activities. Very few, it seems, have refrained from signing because of fraternity and sorority membership.
 - c. Because of the difficulties in interpreting the pledge card, serious tension and turmoil have arisen among students and parents.
6. It should be clearly understood that dropping the pledge card system at this time is not to be considered a signal for a return to pre-1942 conditions. Fraternities and sororities should be banned from the campus and from the program of school activities. The high-school principal and his staff have adequate authority, under their general disciplinary powers, to deal effectively with any individuals whose behavior is contrary to the announced school policy regarding the banning of fraternities and sororities. Thus, for instance, any evidence of hazing activities or manipulation of campus affairs by a fraternity group can be considered clear-cut evidence for appropriate disciplinary action.

It is recommended that the school administration prepare a set of regulations interpreting the policy outlined in this report.

C. Suggestions for a positive action-program whereby the school administration can diminish any undesirable influences of fraternities and sororities and meet some of the needs which cause them to exist.

1. There is evidence of a steady growth in a wholesome, well-supervised, and enriched extracurricular program at the high school. The Board is to be commended for its allocation of funds to employ teachers who are specialists in various kinds of activities and also for the assignment of administrative staff members to supervise the extracurricular program. If the students respond to these opportunities for an enriched democratically conceived program, the Board should stand ready to augment the staff to meet the needs of the students. This is one of the most economical ways for the citizens of this community to foster the all-around social development and mental health of its young people.
2. The school-sponsored activities, such as after-game and special dances, are growing in significance at the high school. Apparently fraternities and sororities no longer boycott or sabotage them. The school administration and student leaders should be provided with volunteer parental co-operation for these affairs. The high-school PTA has shown considerable responsibility along these lines.
3. Each fall the parents of all new students in the high school should be mailed a short, but clear-cut, and simply expressed statement of the Board's policy with respect to fraternities and sororities. This letter should include three main themes:
 - a. Their school will attempt to provide a rich extracurricular program for their children and not only invites the parents to permit their children to participate but also asks for their help in co-operative ventures involving parents.
 - b. While the school recognizes that fraternities and sororities exist in the community, it wants all parents to understand that these organizations are not part of the school program, that they are solely private clubs.
 - c. If the parents permit their children to join a fraternity or sorority, the parents themselves must be responsible for their children's behavior as part of these groups. Under no circumstances can the school be expected to provide supervision. The parents should help their children understand why these groups are not allowed to function within the schools.
4. In the past, members of fraternities, sororities, and other non-school groups have suggested to outsiders that they are part of the city's high school. When police, businessmen, and other citizens complain about the behavior of members of such groups, the school administration should be very definite in its statements that the school has no responsibility for them and that the parents must be held responsible. Local newspapers should be informed of the official policy so that otherwise appropriate news stories do not refer to any such organizations as part of the school.
The school administrators, of course, should maintain a constructive interest in their pupils even off the campus and should provide educational leadership along the lines noted in Section A-5.
5. The Board of Education should review the status of the fraternities and sororities in the late spring of 1952, and at appropriate intervals there-

after either by reconvening the present committee or establishing another. The main task of the reviewing committee should be to ascertain whether the fraternities and sororities and similar organizations have acted in good faith with the school by keeping their activities entirely outside of the school life.

D. The responsibility of the parents of school pupils for direct supervision of their social life, the role of other community forces than the schools for out-of-school life, and some suggestions for mobilizing such forces for the welfare of the young people.

The statement of principles and policies set forth above is an attempt to clarify the relationship of the public school to fraternity and sorority groups and to establish a sound premise for wise and effective action by the school administration in dealing with this problem so as to minimize the unfortunate effect of secret societies upon the high school. The statement is expressed in terms of action within the school's jurisdiction. It does not provide an answer to the larger problem of developing, outside the school on a community-wide basis, an adequate and satisfying social life for young people, many of whom have turned to secret societies because their social needs were not being met elsewhere.

In the strictest sense, further steps toward providing a more adequate social life in the community are not the direct responsibility of the Board of Education. They are the responsibility of the entire community. Recognizing that "what is everybody's business is nobody's business," the Committee feels that no effective action will be taken unless responsibility for initiating and carrying on such a program is vested in a co-ordinating agency willing to interest itself from year to year in order that the needs of each new group of children reaching adolescence may be served. It is the Committee's opinion that such responsibility will be most effectively carried out if assumed by the Board of Education.

Its program to implement this recommendation should be three-fold:

1. *To develop greater parental responsibility and understanding.* First and foremost, responsibility for the conduct and social development of children rests with their parents. They cannot abdicate this task nor assume that the schools and social agencies will take care of their young people.
2. *To urge an increased role for the PTA's.* The PTA's should take more leadership in helping parents work out some of the problems they face in helping their young people to mature.
3. *To stimulate community agencies.* The Committee recommends that the Board of Education call together representatives of churches, social agencies, municipal agencies, and other organizations serving young people.
 - a. To evaluate the quality and scope of their programs.
 - b. To identify groups of young people not now being served.
 - c. To seek ways of meeting more adequately the social needs which, for a minority, have apparently been met in some degree by the secret societies.

In the light of all these findings, the Committee urges the Board of Education, the various community social agencies, and the parents of White Plains to take prompt and effective steps to implement a wholesome and maturing social life

for their young people. If the challenge is met squarely and with imagination, this community can become even a better one for satisfying family living and the development of children into happy, useful and good adults.

In the summer of 1950, the Board of Education adopted a resolution which incorporates all of the above recommendations. Publicity was given to the report both in and out of school. The Executive Committee of the high-school General Organization studied the report and the resolution and took steps designed to implement both within the life of the school. At present there is evidence of almost complete co-operation on the part of the out-of-school groups and few complaints from members of the community. Plans are under way to reconvene the Committee of 1949, during this school year, to re-evaluate the situation and to make such further recommendations as seem to be desirable.

CONCLUSION

While young people of high-school age who live in White Plains still participate in the activities of exclusive and secret organizations, the experiences of the past fifty years have brought about changes in the relationship of such groups to the high school. These changes have resulted in more wholesome conditions in the school and the prospects for the future are encouraging.

The high school originally sponsored and fostered the organization of exclusive groups partially to satisfy a need that is common among adolescents and partially as a method for improving school spirit and school loyalty. When the activities of these groups became incompatible with the purpose of the school, efforts were made by the school to control them. The groups resisted these controlling efforts, and antagonistic attitudes were developed between their members and the faculty. When the faculty barred the groups from the school the groups refused to agree to the divorce. When the school insisted that pupils who belonged would lose certain school opportunities, the groups went "underground" and changed the nature of their activities. After one group demonstrated how high-school pupils could belong to exclusive groups not connected with the school and retain all the privileges of the school, an all-out effort was made by other groups to disassociate their organizations from the school.

For more than a half-century the fraternity and sorority problem in this community was looked upon as a high-school problem. The high-school authorities made honest efforts but failed to eliminate the groups and their influence. We are now at the stage where it is generally recognized that the problem belongs to the community and that the school only shares the responsibility for its solution with other community agencies and institutions. There is reason to hope that the total effort of the community will produce more salutary results than were obtained through the single-handed efforts of the school authorities.

Group IX (Monday)—TOPIC: How Much Work Experience in Our Programs for Youth?

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HOW MUCH WORK EXPERIENCE IN OUR
PROGRAMS FOR YOUTH?

WILSON H. IVINS

THIS is one of those problems that has a different solution in each situation in which it is asked. There is no simple answer—only an oversimplified one—which will serve for all occasions. To attempt to state the answer in quantitative terms of time or school credit would be futile. Instead, one can probably deal with it most intelligently by attempting to indicate what the problem really is. One can then suggest some of the considerations that will be involved and make concrete suggestions for approaching its solution in a specific situation. This, I shall attempt to do.

WORK EXPERIENCE AS EDUCATION

First of all, we should recognize that the question embodies the assumption that *some* undefined amount of work experience should be included in our youth programs. This assumption has persisted through the centuries even though it has never been put to any significant scientific test. Yet men have come to use the assumption as one of the bases for their present concepts of education, and properly so, despite the absence of experimental evidence. In the light of the social changes that have occurred, persistence of the assumption seems remarkable. In earliest times when the actual necessity for the products of work was so obvious, the validity of the assumption was obvious also. Now, in our urban, mechanized society, however, the necessity for the products of the work of children and youth is much less clear. Under this condition and in view of the fact that even the opportunities for regular gainful employment of children and youth are declining, we find the validity of the assumption less clear, but its persistence apparently as strong as ever.

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In other words, few people challenge the desirability of *some* work experience for youth at the present time. Consequently, we are forced to the conclusion, that if the assumption has not changed, people must have changed their motives for making it. We think that this change embodies the newer idea of work experience as education rather than the older idea of the experience as a means of meeting the need for production of food, clothing, and shelter *per se*. It seems true, also, that while most people now accept the desirability of work experience as education, they are by no means in agreement with respect to decisions about who should furnish it, whether all or some youth should have it, what kinds of work experience should be provided, or how much of it should be provided. Actually, the answer to the question facing us seems to involve answers to these others which have been indicated.

PART-TIME JOBS

Second, we should recognize the fact that many youth are today receiving work experience because of their own or other private initiative. Although relatively few studies of the total activities of a typical teen-age boy or girl have been made, the few show definitely that as many as one-third of our high-school-age boys and girls are earning money regularly in part-time jobs which they, their parents, or friends have obtained. School people today do not know precisely how much of such work is done and they know even less about the educational effects of it although they assume that they are beneficial. The fact that work of this kind is being done at all is significant to our question, however. This is true even though we do not know as much about it as we should, because it tells us that youth-serving agencies cannot answer the basic question accurately until they know first how much satisfactory work experience youth are already getting. If youth are receiving much that is good the obligation of the agency is relatively little; if they receive little that is good the agency's obligation is relatively great; if they receive much that is not good, (and this has been indicated by Dillon,¹ as a possibility) then the agency's obligation is still great.

YOUTH NEEDS

The total situation will demand further, that youth's capacity to handle work experience, their needs for it, their benefits derived, the capacity of the youth-serving agencies to provide it, and a host of other considerations will necessarily determine the answer.

As indicated however, a much-simplified answer can be given to the question on the basis of this preliminary recital of elements in-

¹Harold J. Dillon. *Work Experience in Secondary Education: A Study of Part-Time School and Work Programs*. National Child Labor Committee Publication No. 394. 1946.

volved. The answer could be stated as follows: "Assuming that the practical ability of the youth-serving agency to do so is not exceeded, the agency should provide as much work experience in youth programs as the youth need." But this is obviously an unsatisfactory answer. Of course one should ask immediately, "How much is enough—and for whom?" Clearly, this answer, which I believe to be the only satisfactory one, will not do until it is clarified. In order to clarify it, we must first have reference to the rather generally accepted principle of basing education upon the needs of those who are to be educated. Following this principle, let us see how we can make this oversimplified answer to the question clear enough that a practical schoolman may be able to use it in developing his total youth program.

First of all, we must, as has been stated, discover how much satisfactory work experience youth are getting already. The difference between this amount and what we later discover to be needed will in one way describe what the agency should furnish.

A second part of the solution (though not necessarily a chronological step), is to ascertain the nature of the group and individual youth needs that will be served by work experience. In our modern and most effective secondary schools we may safely assume that broad and comprehensive studies of needs have been made already. In such schools, identification of particular or special needs that have implications for work experience will be the larger part of this study task. In schools where the study of youth needs has not been made, such studies will necessarily be completed before the work experience question can be answered.

GENERAL OR SPECIAL EDUCATION

During the time that this study is going on, the question of general and special education will always arise. The evidence of history tells us that in the time when work experience was a matter of specific training for vocational competency or for simple survival, the possibility of general or commonly shared benefits from the experience was not often considered. The situation then was quite different from the one encountered now when any consideration of needs as bases for educational programs immediately runs headlong into the problem of reconciling the needs of the individual and his society.

There is today, considerable belief in the potential contributions of work experience to some of the aims of general education. Concretely, one frequently encounters advocacy of such work and outdoor experiences as co-operative campus beautification projects, voluntary community work projects and campaigns, school camping, conservation, and recreation programs, and similar group activities. In each of these encounters, one notices that the claims of benefit are always stated in terms of co-operative attitudes developed, increased group apprecia-

tions, improved group morale, or community betterment. Clearly this aspect of work experience is a factor in the answer to our question. Presumably, the schoolman would wish to say that whatever the amount of work experience he planned to include in his total program, some portion of that amount would consist of work experience designed to benefit youth as a group.

The other consideration to be taken in this part of the solution is, of course, the matter of relative emphasis to be placed upon specialized experiences in work. Just as the emphasis on generalized work experiences will be based to some extent on group characteristics discovered in the study of youth, so will the emphasis and nature of the specialized work experiences be determined in part by the direct needs of individuals in the youth group as revealed in that study. The schoolman should realize that because of the specialized nature of the experience, a much greater amount of co-ordination and supervision will be required. In such co-operative work programs as distributive education, diversified occupations, or co-operative office practice, co-ordinators and trainers are required to have a thorough background of academic preparation and considerable specific experience. Programs making use of such personnel and emphasizing an individualized emphasis in instruction require large quantities of time, money, and effort. These related problem aspects of the individual or special work experience will be significant to the schoolman seeking to answer the basic question.

TYPES OF WORK EXPERIENCE

A third phase of the solution of the problem involves consideration of the types or kinds of work experiences that are available and that should be used. This phase is very closely related to the second. No consideration of either group or individual characteristics basic to planned work experiences would be of consequence unless it included study of the kinds of work experiences available. These kinds range from the most narrow and highly technical apprenticeships in exacting and precise occupations to the almost incidental work experiences that may be included in a recreational camping program.

Some kinds of work experiences will meet group needs and others will meet individual needs, as has been stated. Some work experiences are successful only out-of-doors, others are best when offered indoors. Some work experiences teach highly specific skills, others affect aptitudes or appreciations, but not skills. Some experiences are suitable for older youth, others for beginners. In similar fashion, one could enumerate almost endless variations in the kinds of work experiences which the school man can offer in his program. Only after he has considered the many possibilities carefully and then selected the kinds or types which seem most suitable to the group and individual

needs of his youth and which seem feasible in his community can he hope to say how much work experience should be included in the program.

Even when our schoolman has made the preceding approaches to the answer, he has not done enough to make it definite. He knows, as we all do, that balance in an educational program is an important matter. Each discipline, each department, and each subject in a school has its peculiar demands upon the total program for time, emphasis, and support. Each will be able to justify its claims on the basis of the needs and characteristics we have discussed. Consequently, the schoolman must weigh these claims with an eye to the overall effect and outcomes of the total program. With respect to work experience particularly then, he must recognize that he does not wish to have only a work experience program in his school; at the same time he does not wish to see only an academic program. Thus, until he analyzes the relationship of his proposed work-experience offerings to the other offerings of the program he cannot have a clear answer to the question.

COST OF WORK EXPERIENCE

A fifth approach will probably seem more practical to most schoolmen. It is the approach that was implied in the first part of our original over-simplified answer, namely, "Assuming that the practical ability of the school or other youth-serving agency has not been exceeded...." It is the approach which requires the schoolman to look at certain practical measures of his school's ability to provide a stated amount of work experience in a total program.

The schoolman should realize that inclusion of any appreciable amount of work experience will cost money, require facilities and equipment, demand much additional curriculum planning and probably demand additional qualified personnel. Furthermore, he will quickly see that realignment and co-ordination of existing organizations like the guidance department with the new program will be required. If these practical considerations are not taken, his work provisions will not fit in the total youth program.

Thus we see that there is indeed, no simple, pat solution for our basic problem. Instead, we can say that for each youth program there is an individual answer inherent in the local situation which can be discovered through study of that situation and of work experience itself. In summary, we are therefore justified in saying that we assume work experience to be desirable; that we should therefore offer, within the limits of our capacity to do so, as much work experience in our youth programs as the youth need, and that we can discover how much they need in a given situation by discovering what the youth are like in that situation, what kinds of experiences are available in that situation, and what the practical capacities of that situation are for providing them.

HOW MUCH WORK EXPERIENCE IN OUR PROGRAMS FOR YOUTH?

WARREN C. SEYFERT

MR. IVINS has done what any reputable speaker should do: he has addressed himself squarely and honestly to the advertised topic. Because he has done his job so well, and because you are a "captive audience," I am venturing to take some liberties with that topic. What I propose to do is to make a few comments on a half-dozen questions or problems which arise—or ought to arise—whenever a school begins to be aware of the potentialities of work experience as an educative medium. I think that you will see that the matters I have chosen are really relevant to our discussion today, even though they come at the issue somewhat obliquely.

THE QUESTION OF CREDIT

As soon as a work experience program begins to shape up in a school, someone is certain to raise the question of academic credit for students involved in the program. The easy and, in many respects, the only rational answer to the question is that credit should be granted for this learning experience just as it is granted for other legitimate parts of the curriculum. It is my contention that this easy and rational answer ought not to be too readily accepted. My reason for urging caution is not the difficulty in deciding how much credit should be allowed for how much of what kind of work, although admittedly this is a basis for caution. My real reason is that we ought to resist the extension of the credit system wherever and whenever we can.

In professional circles we frequently bemoan the blighting influence on education of counting courses and determining progress by the number of units entered in a record. If our concern on this point is sincere and well-founded, we will not, at the very least, knowingly and willingly bring any new elements in the curriculum under the influence of the system. Work experience is an excellent case in point, for it is my belief that the major part of a work-experience plan in a school can function effectively from the point of view of both students and faculty without subjecting it to the rigors of academic bookkeeping. If it appears that work experience activities will not be accepted as "reputable" parts of the curriculum unless they are given credit, I contend that they will never be reputable.

I must admit, however, that I would make one exception to this position. In those instances where the amount of work experience in

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which a youngster engages as a part of some plan of study is of such character that he must, in consequence, eliminate from his list of courses one or more that carry credit, the work experience "course" should be given credit. Under these circumstances, unless such a substitution is made, the pupil really is the victim of the credit system.

But my general admonition to those pressed to make work experience a member in good standing of the family of credited subjects still is: Resist!

WORK EXPERIENCE IS INDIVIDUAL

While I am in this conservative mood I want to express a word of caution about another matter which is somewhat related to the foregoing. If work experience is to be as educationally productive as we, its friends and advocates, think it can be, there must be planning, supervision, evaluation. In a word, there must be assigned to this element of the curriculum all the thought and services which are necessary to support and enrich any other aspect of a school's program. None the less, I cannot argue too strongly my belief that, with respect to the design of the total work experience plan as with the particular detail of credit, we should move no more rapidly than we must in applying "accepted" practices. This is not intended to be an unfavorable remark about common school practices. I am only saying that here, in work experience, we have a novel curriculum element which we are comparatively free to experiment with as to methods and the like. We ought to take every advantage of this freedom to explore the application of educational principles and practices which so often we find it difficult to apply to the more established aspects of our schools' work, either because of physical restrictions or simply because it is difficult to break out of traditional patterns. Since I am encouraging an experimental approach rather than the adaptation of old ways to a new idea, I cannot provide a complete description of the results of applying an experimental approach. But a suggestion or two may stir ideas in your minds. Although we honestly recognize the existence of differences among youngsters; and although we resolutely try in our schools to vary our methods and expectations in keeping with these differences, most of us have to admit that we came to the end of our resources or our imaginations much too soon. But work and work experience are highly individualistic, almost by definition. It is true that lack of staff or other lacks—and perhaps on occasion, good sound educational common sense—will require us to handle boys and girls in a work experience program as though they were less individually different than they actually are. But it seems to me that if we are serious in our desire to make education a truly individual matter we are not likely to have a better opportunity than the one which work experience presents us to do something about it.

May I present one other brief illustration of the point I am trying to establish. Most of us, I think, are inclined, when we find a group of learning experiences which appear to have substantial values for most pupils, to decide that these experiences should be required of all pupils, and to set administrative machinery working to make our desire a reality. This point of view is entirely understandable, and it has its justification. At the same time, there is no denying that the label, "Required for Graduation," has blighted more promising curriculum developments than we like to admit.

I have been a staunch supporter of work experience under school sponsorship for many years; and my confidence does not waver. I believe it is a kind of experience which is or can be made valuable to every boy and girl. Notwithstanding, I am not in favor of specifically demanding that every pupil obtain such experience; I do not believe it should be made a requirement for graduation. We surely must be able to find other means for making work a telling element in the lives of youngsters than making it an academic requirement.

VALUES OF PART-TIME WORK

As we go about our efforts to enlarge the scope of work experience activities we should not be unmindful of our responsibility to help youngsters make the most of the jobs that so many of them have or will be getting, all unaware that the school places any positive value on part-time employment. Said somewhat otherwise, it is my recommendation that, before a school undertakes to move ahead on any broad front with the development of a work experience plan, it tries its hand at making something of the experiences its pupils are already having. You may think this is only another instance of my sounding a note of caution. It is in part that. Let me illustrate that part. It is evident that an essential element in an effective school-sponsored work program in counseling services which really operate. If such services of this kind which a school may have cannot be made to function for those youngsters who get jobs on their own initiative, there is little ground for hoping that they will do substantially better if the school's interests in job experience are enlarged.

But it is not only caution which leads me to this position. Another reason is that, with these spontaneous or self-initiated jobs so many young people have, we in the school have an excellent opportunity to experiment with and try out our ideas without making the kind of commitments which are inevitable when work experience becomes curricular in the standard sense. Such experimentation is essential, not only in terms of the needs and characteristics of the individual school but of schools at large. We don't know very much about how to clothe and feed this new baby. Of course, we cannot take too long without experimenting because, as with most infants, if we prolong our experi-

menting it may grow up before we learn where to put the first safety-pin. But there still is time for some experimentation; and, as I have said, it is my opinion that the largely self-obtained jobs which many youngsters in every school have are the perfect field for this experimentation.

Another reason for giving serious attention to this class of jobs—actually, the youngsters who have such jobs—is that it is reasonable to believe that for some time to come there will be many schools where this is as much as can be hoped for by way of work experience. The situation of the small, under-staffed high school immediately comes to mind; but it may be equally true of many larger schools. If the values of work-for-pay are to be fully realized by pupils in these schools, it will come about mainly, if not exclusively, through what the school can do in and through its existing program to build on and enrich these experiences.

GUIDANCE

Even doing only this may seem to be a more formidable undertaking than many schools can manage. I think it need not be so if one starts with some of the simple and obvious steps. For example, if employment activities of pupils are to be build on by teachers or if in some fashion they are to be reckoned with in teachers' dealings with pupils, this will be possible only if all teachers know, as a minimum, which youngsters have jobs, what the jobs are, and what the working hours and other conditions may be. All too often if a school possesses such knowledge about its working students, it is limited to a counselor; or perhaps it is only recorded on a paper in a folder in a file in the principal's office. A school could make a beginning in enlarging its conception of the significance of job-holding by making such information available as a matter of course to every teacher in the school. This is not a momentous step; much more would still need to be done to aid and encourage teachers to make sensitive use of the information. But it is something worthwhile every school can do. It is a beginning.

Or take another instance of a simple but constructive step. In a majority of secondary schools one finds somewhere during the junior high-school years a course on occupations or units in a core program in this area or some discussion of the world of work in the social studies course. Commonly in such courses or units attention is given to some of the problems attendant on locating and applying for a job. Many kinds of learning activities are developed: books are read, employers are interviewed, some role-playing is done, the teacher makes observations based on his own experiences, and so on. These are fruitful activities, but why not add at least one more? In every school there surely will be twelfth graders for whom job-getting has gone be-

yond the role-playing stage. They have got jobs. They ought to be brought into the course to share their experiences and insights with younger pupils in all the ways an inventive teacher could develop. They will almost certainly have views and facts of importance which are not available to or which are overlooked by adults.

You may not be impressed by the examples I have used. Perhaps the developments in your schools have gone far beyond the stage they suggest. The illustrations themselves may be of no general significance; but the proposition they illustrate is. Let us make certain that we explore every avenue for expanding the values of their experiences for the young workers we now have in our schools.

SERVICE EXPERIENCE

It is at least implicit in what I have been saying—that by work experience I mean having a paid job. This is the colloquial meaning of working—it is something you do for someone else for salary or wages. There seems to me to be good sense in accepting the restrictions of this colloquial definition. But since others are disposed to bring in under the heading of work experiences services which are given freely with no return in substance, I am going to make free to comment on one facet of service experiences.

I do not need to review for you all the many benefits which it is presumed taking part in service activities produces for young men and women. There are, however, two possible outcomes of service experience which I do want to emphasize. If one takes for granted, as I do, that giving of his time and effort with no payment to meet the needs of his community should be a characteristic of the behavior of every mature person, the process of establishing this pattern of behavior should be initiated early in life. The school alone cannot set this pattern, for the home and the community at large are widely influential. But every school ought to include in its total definition of citizenship the desire for every youngster that, by the time he graduates, he should have well established the habit—and I mean *habit*—of giving some of his time and effort to the welfare of his community.

The other outcome of service experiences I want to emphasize is helping young people to acquire a reasonably comprehensive knowledge of the opportunities for community service which are open to them; and, if possible, helping them to make while still in school one or more satisfying contacts which they can continue when their school days are over. Providing a working knowledge at an adolescent level of service opportunities is something every school can do; and the establishment of the service habit can be brought about, even though it is more difficult than providing information. There are, to be sure, still other contributions which service experiences can make to the process of growing up. But the two which I have mentioned are realistic, tangible, and measurable; and they are important.

In bringing this commentary to a close I want to make an observation or two on the need for valuation and appraisal in the field under discussion. Many of us have dreamed dreams and beheld visions of the good which can come to young people through participation in work and service experiences. There are the skeptics, of course, who will insist that there is no substance to justify the dreams or visions. There are always disbelievers, however, and one does his best to live at peace with them. But it may be that in this area we ought always to keep a skeptic or two handy to remind us to do a bit of checking occasionally. Since dreamer and skeptic both serve essential intellectual functions, perhaps we ought to keep them separated so they do not contaminate each other's functioning. You and I in the middle, then, must relate the observations of both to the problem in hand.

I have recently seen a couple of pieces of very decent research which seem to show that work experience under some circumstances does not deliver the results claimed for it. In both cases I think the outcomes were largely predictable or at least not wholly surprising. We need not be discouraged by these outcomes; but they certainly do indicate the need for checking our hopes against reality. I am as certain as I ever was that in work and service we have a gold mine of worthwhile learning experiences. We have found the lode; but mere random digging will never put us on easy street.

Group XIII (Monday)—TOPIC: What Kind of an Activity Program for All Students in Senior High School?

CHAIRMAN: *Raymond E. Hearn*, Principal, West Orange High School, West Orange, New Jersey

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WHAT KIND OF AN ACTIVITY PROGRAM FOR STUDENTS IN SENIOR HIGH SCHOOL?

MARY A. SHEEHAN

AN ACTIVITY program for the senior high school! At the words, there flash through our minds in kaleidoscopic pattern pictures of boys and girls in action as you and I know them....

Mary A. Sheehan is Principal of Monroe High School, Rochester, New York.

It is the assembly period and the newly elected president of the Student Association stands before the student body. He gives voice to his plans for the year ahead, and asks co-operation and loyal devotion to the traditions of honor in the school. As the boys and girls listen attentively to him whom they have chosen as their leader, one feels intangibly but none the less surely the strength of democracy at work in an American high school.

In rapid succession there comes to memory one picture after another: a group of young people absorbed in planning the school paper; boys in the Field and Stream Club with their faculty adviser setting out on a week-end camping trip; the student committee in charge of the March of Dimes drive constructing a wishing well to be placed in the cafeteria; happy teen-agers at the Junior Prom dancing to the rhythm of the school dance band in a gymnasium magically transformed into a place of beauty; the cheer leaders enthusiastically leading the excited bleacher crowd as the basketball team seeks victory; the workers on the school play—some as actors and actresses, others working on scenery or making costumes; the French Honor Society and the International Relations Club in joint meeting to share a visitor from France, first as listeners, then as hosts at the tea table; members of a Crafts Club building boats to use on their fishing trips next summer; the boy just home from Korea coming back to school to sing with the school choir at the Christmas concert. And there is the heart-stirring picture of the trumpet player on the front steps sounding the call to the colors in the cool morning air, and the Honor Guard raising the flag while everyone within hearing stands reverently at attention until the Star Spangled Banner reaches the top of the pole, announcement to the world that an American school is ready to begin the day's work.

Citizenship in the making! What opportunities you and I have to help young people by creating the environment that will provide for their natural mental, physical, social, and spiritual growth!

As we assemble here at this moment, our own schools are in session. What is going on besides the program of studies which must always be a priority? What was going on last Friday? While you review your own school, let me think of the institution in which I am privileged to teach. There were the boys on the Outside Patrol serving before and after school at crosswalks and in the bicycle room to see that safety regulations were observed. Inside the school the Corridor Patrol—proudly called the Red Coats because their jackets are in the school colors, red and blue,—were serving at entrances and stairways and in the cafeteria. A lad stopped in the office with a letter informing him that he had been named one of the forty finalists in the Westinghouse Talent Search, a thrilling reward for the spare hours spent on scientific research. Members of Bookshelf were on duty in the library. Girls who had high standings in their subjects and who had volun-

teered as office assistants staffed the school telephone switchboard and served as office messengers during their study periods. A student acted as hostess to a guest, a teacher from India who was spending the day with us. Two boys from Hi-Y came in during their lunch period to ask if their club might spearhead a project on the care of books. (They had found some pages torn from a magazine in the library and had noted other signs of the misuse of books.) After school hours, the place hummed with activity. A group of boys and girls were in the swimming pool working to qualify for the Red Cross Life Saving Badge. A league basketball game was being played in the gymnasium. Wrestling, volleyball, ping-pong, and fencing also had their devotees. The Year Book staff was conferring in the Publications Room. Two committees composed of faculty and student members met: one discussing a permanent memorial to former students who had sacrificed their lives in World War II, and the other completing plans for Monroe Day. This day is a highlight of the year when students take over the school from 3:00 o'clock in the afternoon until 10:00 o'clock at night and have a wonderful time with games of all kinds, a carnival, movies, an amateur show, a dance, *etc.*, and a bountiful dinner.

These are some of the things I recall going on last Friday in school. You can duplicate them with similar stories and some of you add 4-H activities that we in city schools envy you.

What kind of an activity program for the senior high school? What other than one made up of those things which people privileged to live in a free country do normally? The high school is a democracy where young people live, work, serve, and play together even as do the adults in the community. Horace Kellar said it well in an article in the November 1942 issue of *The Nation's Schools*: "If schools are to fulfill their true function which is to educate free men for freedom, they must be the homes of apprenticeship in liberty rather than simply factories of conformity."

From early days extracurricular activities have been part of the secondary school. Originally, they were largely confined to formal intellectual pursuits—the debating society, the literary club, and sometimes the drama. For a century or more, the idea of the modern program has been expressed in the objectives formulated for secondary education. There is no need to repeat them here with their emphasis not only on the acquiring of knowledges and skills and the development of character, but also on worthy home membership, citizenship, the use of leisure, *etc.* Why am I here, then, to discuss the issues? What can I say? If you and I really do our professional homework, we know that our own organization, the National Association of Secondary-School Principals, keeps us well informed both on philosophy and practice. One might mention the December 1941 issue of *THE BULLETIN* which was devoted entirely to *Vitalizing Student Activities in*

the Secondary School; Student Life which is published monthly; *The National Honor Society Handbook*; the *Commencement Manual*; and many others. But the school activity program like that of the community shows new emphasis, new trends. An excellent measuring stick of the effectiveness of the program will be found in the Pupil Activity pamphlet of the 1950 Evaluative Criteria.

Because of the time limitation, we shall not consider here some of the activities firmly rooted in all our programs and essential to the very spirit of the school, as the assembly, clubs, honors and awards, not even student participation in school control. These we know provide priceless opportunity to teach the ways of democracy through experience, to learn that every privilege carries a responsibility, that self-discipline and service to others are marks of the good citizen. The student leaders are occasionally my guests at lunch when we discuss school affairs informally. When the hour is ended, the young people have either resolved or taken over my problems.

Communities have been increasingly interested in forums and, as might be expected, high schools reflect this same interest in both the curricular and extracurricular activities. A few years ago in Monroe High School a committee of students and teachers explored the possibility of improving school and personal life through group dynamics and worked out a discussion booklet, "It's up to you!" It included discussion techniques, attitudes, and suggested topics for those who wished to use them. The material was used extensively in home rooms.

Three years ago a Discussion Leadership Club was started. The boys' and girls' advisers invited a dozen student leaders in the upper classes to consider how eighth- and ninth-grade pupils might be helped to develop the best within themselves. The leaders proposed that they sponsor the home rooms in the junior department, confer with the officers concerned, and serve as chairmen of discussions on whatever topics seemed most vital. With careful screening by the students originally invited to form the Discussion Club, they increased their number to fifty. They met weekly for two months with an expert, studied techniques, practiced on the club members, then took over their assigned junior home rooms. The results were noteworthy as the discussion leaders together with the younger pupils developed in poise, maturity, and power.

A prime example of the forum activity is the Junior Town Meeting of the Air, modeled after the nation-wide radio and television show well known to all of us. In our locality, twenty-eight schools, covering both city and county, share in the project, with Station WHEC moving its equipment into the school to make it a regular assembly program. The first junior town meeting held in Monroe High School seven years ago selected the topic, "Is this school democratic?" The discussion con-

tinued for an hour after we were off the air. A month ago our students, aroused by a magazine article, chose as their topic, "Youth on Trial." It was a heated discussion. The transcription of that program was submitted by the radio to the Peabody Award Committee. I might mention, too, that our students a year ago did a special *Voice of America* program for the State Department, a discussion of democracy as it is practiced in an American high school.

The Memorial Scholarship Fund Drive is a treasured activity in all our schools. Established on the first anniversary of Armistice Day in memory of the men from Rochester who gave their lives in World War I, it provides honor scholarships for boys and girls who would otherwise not be able to complete their high-school education. Every school, both elementary and secondary, plans its own way of contributing money to the fund.

A unique activity is the Translake Club of Charlotte High School which has a program of international relations with a high-school group in Toronto through correspondence and exchange week-ends at least once a year. The program is marked by planned forums, informal discussions, and social activities.

Some schools have a Community Association which has no dues, but to which all parents, students, and teachers belong. The main idea is co-operation and mutual understanding. Evening meetings are held. A short assembly program is followed by a reception, refreshments, and an opportunity for all to meet informally. The Association sponsors such activities as Career Night, hobby shows, dances, and a play in which parents, teachers, and pupils take the parts.

In recent years the trend toward interhigh-school activity in fields other than sports has become marked. Schools in a city, a county, even in a state may unite to produce a top-flight interhigh-school choir, band, or orchestra. An exciting project in our area is the one day Social Studies Forum sponsored annually by Benjamin Franklin High School. Last year twenty-eight high schools participated in a United Nations Assembly. Monroe High School was assigned the Russian seat. Our student representatives read, studied, discussed, and two of them even spent their Easter vacation at UN Headquarters in New York. This year the Forum will run a Republican Convention and nominate candidates for the presidency and vice presidency. A committee appointed to draw up a platform to present for action at the Convention has already sent its copy to the delegates. General Eisenhower has been assigned to the Monroe delegates as their candidate. They have written to the general and to each of his sponsors for information, campaign material, etc. They are at work on a campaign song and nominating speeches. They have contacted delegates from other schools. The political pot boils furiously, and April 4, the date of the Interhigh Forum, promises to be a rare day in the life of high-school students.

Today's program of activities extends beyond the school into the community. An article, "The Juke Box Set Goes into Business" in the June 5, 1948, issue of the *Saturday Evening Post* describes the work of the Junior Achievement Clubs. The pre-statement reads: "High school boys and girls are now running more than 800 companies that deal in everything from radio shows to stuffed deer. Everybody owns stock—and everybody gets a crack at being boss." Stuart Chase in an article in *The Readers Digest* ten years ago, "Bring Our Youngsters into the Community," wrote: "This does not mean handouts. It means opening the door to responsible and important tasks. It means *duties*, not *rights*. There are opportunities a-plenty if we want them." The 4-H Clubs are one of the finest such examples. A United Nations Club offers an excellent community service opportunity. By the way, the winner of the top award in the national UN Contest last year was a senior from Monroe High School who left for Europe the morning after graduation for seventy days all-expenses-paid trip to Europe. There are other community activities as the Community Chest with visits to the Red Feather agencies, service as ushers at the Art Gallery and the Museum. During this period in history, commonly called the "Defense Decade," high-school students can share in those activities which contribute to the welfare of our country; first aid, messengers for Civilian Defense, hospital aides, etc.

A program of activities for the senior high school will be as wide and as deep as our vision and understanding of the part they play in the education of young people. They must be sufficiently varied to meet the interests and aptitudes of all young people. This generation may be noted in history as "the generation in a hurry," with pressures and demands from all directions. The competition for the time of young people is great. A few questions, therefore, need to be answered. Should controls be set up to keep a student's total program in balance? Should there be a limitation through some such device as a point system on the number of activities in which a pupil may participate? How can a school interest students who do not take part? How much supervision should there be? Should the student plan his activity program with the counselor along with his program of studies? What about his out-of-school activities, as music lessons, etc.?

We are living today during one of the most crucial and most hopeful periods of history which will determine whether the light of freedom will burn more brightly or be dimmed. Let us remind ourselves continuously that democracy is a way of life and remember the poet's words:

I am a part of all that I have met;
 Yet all experience is an arch where-
 thro'
 Gleams that untravell'd world, whose
 margin fades
 Forever and forever when I move.

WHAT KIND OF AN ACTIVITY PROGRAM FOR ALL STUDENTS IN SENIOR HIGH SCHOOL?

SELLERS STOUGH

IN a democracy to which all Americans ever aspire, there must at all times be opportunities, pleasing in their invitation, to challenge our desire to evolve the growing life. We, who live daily with the youth of our land, are most conscious that inch by inch, thought by thought, friend by friend, ideal by ideal, growth in some form and direction is always in evidence. We know that children grow unevenly, but continually.

As boys and girls grow into the adolescent period, the physiological change awakens in them a new inward-looking, conscious interest in themselves and in their own personalities. They think of themselves as "grown-up," and expect their associates, especially parents, teachers, and close friends to recognize their inception into adult life. It is the "blooming" time of their lives, when, with freshness and vigor, they seek to attain self-direction in their plans for a satisfying relationship with other young people. They want to belong to, feel comfortable with, and be accepted by the group of their own age and similar status.

In this self-conscious period, it is the distinctive responsibility of the high school to provide potential opportunities for leadership and followship experiences. The secondary school is the only organization that invites and enrolls as members all individuals of the teenage. The topic for discussion, "What Kind of An Activity Program for All Students in Senior High School?", thus becomes all inclusive in its challenge. Such a program must be built on the foundation of our belief and faith in our concept and interpretation of American democracy.

We are conscious that our activity program must be based on educational principles evaluated and tested by experience, yet broad and balanced enough to meet the many interests, diverging needs, and uneven growth of the individual pupil. Guideposts are needed at every turn of the highway to assure us. There are so many ways to say the same thing, and so many minds to interpret each statement, that we are inclined to want to add to or subtract from any series of guiding principles. However, through our experience we have evolved a belief in and used as guideposts some principles which, in some form or another, has been generally accepted.

The program must recognize the individual pupil as a social being, whose education is a continuing process on the outside as well as in school.

Sellers Stough is Principal of Phillips High School, Birmingham, Alabama.

The program must emphasize voluntary participation and yet provide activities so varied and so conducted as to interest all pupils.

The program of activities should grow out of and should enrich the curricular program.

The program should provide opportunities for the development of the qualities of character and personality that are desirable in citizens of a democracy.

The program should consist of activities so co-operatively planned and organized that the purpose and function of each is clearly stated and understood by the pupils, teachers, and parents.

The program should undergo constant evaluation and be flexible to adjust to meet new demands and to conform to changed conditions.

The program must be built upon faith in the ability and character of the pupils to plan, to make intelligent decisions, and to accept responsibility.

High schools over the nation are playing the same game, under the same general rules. However, school faculties use different team formations, with variations in the pattern of plays as the means of advancing the individual player and his team toward the desired goal. In the way of an informal discussion, will you pardon me for talking to you in terms of our activity pattern at the John Herbert Phillips High School, Birmingham, Alabama. Then, in return, we hope to gain from you in ideas and plans some inspiration to advance closer to our goal.

We think Phillips High is a good school; we think it can and should be a better school. This idea is the basis of our plans from day to day. We have conscientiously tried to blend the best of the old with the tried experiences of the new to give our product the flavor our community and nation seeks in its growing citizens. Our faculty believes that an activity program is essential to the school's organization and that it is beneficial educationally to the pupil. We feel that school activities, providing the opportunities to practice democratic principles of co-operative citizenship, are an important means of discovering, stimulating, and developing the potential and desirable traits of character and personality of the pupil. We seek to offer to every pupil a chance to make his contribution to the group, and through these experiences to adjust the pattern of our activity program to meet his growing interests and needs.

It is difficult to draw the line between the curricular and activity programs of Phillips High School. The normal daily schedule of each pupil includes four basic and one minor topic course. These "minors" are topics that have been organized from time to time to meet the interest needs of the community. In these interest courses it was only natural that activities such as band, orchestra, choir, dramatics, publications, physical education, photography, home nursing, first aid, art, work experience and others should evolve, grow in organization and prescribed work until they have now assumed a place in the curricular "minor" credit schedule. In fact, all school activities organized and

meeting regularly, with study programs, as clubs, athletic, and even some outside youth activities, as church school, boy scout badges, music, summer camps are listed for possible weighted minor credit. Our activity program certainly tends to grow out of and returns, through focusing the colored light of interest, to enrich the class programs of curricular courses.

The activity program must include endless sales appeal for stimulating participation. The interest and enthusiasm of the participants in their own activity maintains the greatest appeal to prospective members. However, to reach the pupils who perhaps need and can profit most, many types of challenges must be planned and practiced to secure the full participation desired. The Orientation Committee of the General Organization campaigns throughout each semester by talks, bulletins, posters, and programs to bring to all new pupils information about the school's program, emphasizing the purpose and possible benefits of each type of activity. All beginning ninth grade pupils are organized into Freshman Boys and Freshman Girls clubs which meet weekly with programs based on some phase of school life. Other new pupils are invited to join the Newcomers Club for their first semester. Using the handbook as their guide the Committee parades before these groups the many opportunities of their school life, including participation in activities. Then near the end of the semester, in bulletins, announcements, and talks to new pupils and in non-activity rooms, the Clubs Committee invites and urges all non-club pupils to enlist by signing a general application, stating a choice of activities. These applications are classified and summarized and a copy of the list is sent to each organized activity as the source of new members.

DEVELOPING INTEREST

Interest in the program is further encouraged by (1) scheduling activity periods; (2) using school publications and local newspapers to publicize programs, honors, and socials; (3) general programs of stunt days, debates, forums; (4) assembly programs; (5) award of school letter or monogram at graduation; (6) noting participation and honors on permanent cumulative record. The school's point system also sustains interest by broadening the base of participation while preventing individual pupils from indulging to excess. The feeling of belonging, making and cementing friendships, consciousness of growth in skills such as poise, speaking ability, self-reliance, and thrill of sharing and being "somebody" are strong factors in developing the desire to become a contributing member of a group activity.

SOLVING PROBLEMS

In its simplest form, democracy in school means free discussion and solution of the everyday problems through the co-operative efforts of pupils, teachers, and parents. The Student Council, Faculty, and

Parent-Teacher Association work at all times to assist each other in any project cleared for action under the common slogan "good of the school." Each organization has parallel working committees to effect common understandings and recommendations. Three of the monthly meetings—American Education Week, Phillips Night, May Day Festival—of the Parent-Teacher Association are joint programs with the students and faculty. The plans for school evaluation, Education-Business-Industry Day, United Nations trips, and all non-routine projects are made co-operatively and encouragingly by the three groups. The Parent-Teacher Association, after consulting the school council, has for several years sponsored a series of discussions, led by an authority, on such topics as, "Boy-Girl Relationships," "Parent-Teenage Relationships" and this year, in co-operation with other schools, they have secured Dr. Grace Sloan Overton for talks to the students. When our pupils suggested the need of an activity room, the committees worked out plans, the PTA furnished it with piano, record player, couch chairs, tables, and games, and a hostess from each group was present for several weeks. Each home room elects a PTA representative and the PTA selects a room mother to work together in socials, public meetings, and projects.

THE STUDENT BODY ORGANIZATION

The General Organization of Students is the all-inclusive unit and directing force of the activity program. The home room is the basic unit, electing its own officers and representatives to the Student Council, Parent-Teacher Association, stamp and bond salesman, publications agent, fire marshall, and monitors. It is the forum and voting place for all elections, campaigns, and school projects. The Student Council is the legislative body, hears committee reports, sets up policies, submits proposals, supervises elections, makes appeals, and charters student organizations. The officers of the Council are the General Organization officers, elected by vote of all students in a two-weeks campaign featured by petitions, conferences, posters, slogans, telephoning, and assembly speeches. These officers are designated Commissioners—President, 1st Associate, 2nd Associate—somewhat as our city of Birmingham. This organization allows each Commissioner to appoint the members, including the teacher sponsor, of the committees he is to supervise and direct, thus adding importance to position of Associate Commissioners and interest and efficiency to the administration. The chairman of the faculty committee is the official sponsor of General Organization. The committees determine, through their plans and work each semester, to a great extent the success of each administration. These Committees at present are: (1) Law and Order, (2) Clubs, (3) Assembly, (4) Publicity and Publications, (5) Orientation, (6) Scholarship, (7) Athletics, including Sportsmanship, (8)

Safety, (9) Recreation—co-operates with others in "Big-7" dances and interschool socials. Every new school project is talked over with officers and committees, and their wholehearted suggestions and competent execution instills greater faith in the way of democracy.

CLUBS

Membership in the forty-two clubs reaches eighty-two per cent of the students. Twenty-seven of these—literary, interest, hobby, national agency—meet at general club period on Friday; the Honor clubs—National Honor Society, Thespians, Quill and Scroll, UNESCO—meet after school hours; with Wednesday activity period limited to the service and topic clubs. Officer qualifications forums are urged for home rooms before elections, and a parliamentary law class is held weekly for designated club officers. The G.O. Club Committee, after a study of the purposes, devised the annual report which each club submits; yearbook, plans and character of programs, participation, attendance, attitude toward other clubs, activities, administration, community service and control of finances. The faculty clubs committee judges on the basis of these reports and awards loving cups to the best clubs for ensuing year.

The many service clubs of Phillips perhaps attract most attention for they serve all students in some way, and the community in many ways. The *Ushers Club*, of upper semester boys, formed to usher at school performances and educational meetings, has extended its services to ushering at many community entertainments—Civic Symphony, Music Club, and approved commercial shows. They assist in school registration, act as "big brothers" to freshman boys, welcome visitors, distribute mail, and help to build school morale in many ways. The *Girls' Letter Club* operates the school exchange book store, entertains and acts as "big sisters" to freshman girls, serves at teas, and helps Ushers when needed. *Pen and Brush Club* designs and paints scenery, keeps posters in halls encouraging school projects as safety, good manners, sportsmanship, shows, campaigns, college day and designs cards, decorations for banquets. The *Junior Red Cross* leads the school in the Community Chest and Red Cross campaigns, with a record of a donation from every student, teacher, and employee in nine of the last thirteen years, and ninety-nine per cent in each of the other four. Their program includes overseas boxes, candy and gifts to Crippled Children's clinic, entertainers to Children's Hospital, teams to Red Cross center to roll bandages, help with Blood Bank, etc. and sends cards, letters, and scrap books to foreign countries. *Promoters of Good Will and Understanding* sponsors for the last two years, through the American Field Service, a German youth who attends Phillips and lives in a student's home; sponsors United Nations trip, and gives programs at school and in the community on World Understand-

ing. The Stage Crew, Photography, Library, Projection, Future Teachers, Marshalls, and the Infirmary, Office, and Cafeteria assistants, and the many music and speech department organizations are all active in programs of serving the school and community.

THE ASSEMBLY

Assembly is held at activity period on Thursday and all students and teachers attend, for it is the heart of the unifying influence of the school. We feel here the pulse of school morale, loyalty, group behavior, pride in and understanding of the work of the school, including its activity program. It belongs to the students in every way. The Assembly Committee, of students and a teacher sponsor, all appointed by the 2nd Associate Commissioner makes a survey of pupil desires, and after a conference with the music and speech departments, plans and arranges the program schedule for the semester. The Committee appoints presiding officers, checks the arrangements, the orchestra or band plays, and the stage crew looks after the public address system and other equipment.

The *Morning Watch* began five years ago, convenes daily for fifteen minutes before school for songs, prayer, and talks. This year under the influence of the school's slogan, "Character Development through Moral and Spiritual Values" and strong student leadership the meetings have attracted large numbers of students. No outside speakers, except by permission of principal, are invited. *Home-room Sings*, sponsored by vocal music department, daily calls two or more home rooms together for fifteen minutes of school and common songs to encourage "esprit de corps," the habit of singing, and music appreciation. *Class Day* and *Graduation Exercises* are planned and presented by the graduating students with the counsel and approval of the faculty sponsor. Novel presentations, such as "Show Boat" in Jan. 1952, are given for Class Day, with as many members as possible participating, but featuring their "Who's Who" and class officers. Graduation is planned, with a current 'theme' as topic, by and belongs to the class members, except for awarding diplomas.

The school publications are the news MIRROR, the annual MIRROR, and hand MIRROR, under the supervision of the G. O. Committee. Most of the writing is completed in the journalism class, but the assignments of gathering news, attending activities, creating novel ways of reading interest, writing editorials, arranging "make-up," securing ads and subscriptions, with lessons in budgeting—give valuable instruction, integrate and promote activities in a most interesting and motivating way. *Guidance clinics*, *Trips* to United Nations, nation and state capitols, historical places, business and industry visits are vital parts of our program. We would also like to tell of the satisfying and efficient activities and co-operative work with other departments

of the music and speech groups. Christmas Festival, carols, operetta, evening in song, band concerts, music clinics, parades, dramatics, radio and television, debates, oratoricals, essays, and speech clinics bring more requests than we can accept, and more opportunities to serve than can be properly woven into the fabric of our activity program.

ATHLETICS

The *Athletic* program has the same basic principles, that (1) as many participants are included in a voluntary way as space and equipment will allow, and (2) all sports are planned and conducted as an integral part of the school's curriculum, for the growth of the individual pupil as a team member or as a spectator. We invite and urge sports participation with large squads of players for "A" and "B" (limited to lower semester boys) interscholastic teams in football, basketball, baseball, track, and tennis. There are intramurals for both boys and girls in basketball and tennis, with a full program for girls. Every boy must have parent sign a participation permission blank, is fully insured up to \$500, provided with the safest full equipment, supervised by trained coaches and a medical doctor, and is checked on other school work weekly during sports season. Our teams, except in emergencies, play only on non-school nights and afternoons, with teams of somewhat equal ability, whose program is similarly safeguarded. Cheer leaders are trained in Spring and team is selected by sponsor and committee. We stress fair play in every relationship and when we won the 1950 football championship, we were equally proud of the city Sportsmanship trophy awarded by members of a committee from other school and civic clubs. We believe that our athletic program contributes in a vital way through its activities and climate to the building of character, mental and physical fitness, strong friendships, and development of personality traits, all for a more satisfying life.

CONCLUSION

Again, "What Kind of An Activity Program for All Students in Senior High School?" We like to apply to our program the test of the *in* questions; (1) is the activity *inviting*? (2) is the activity *interesting*? (3) is the activity *infusing*? (4) is the activity *investing*? (5) is the activity *intrinsic*? Somehow, we believe that *if* the activity is attractive in its purpose, plans and portrayal of the opportunities of participation; *if* the program is engrossing enough to surface the desire to learn and sustains the feeling of individually making progress; *if* the individual is challenged to lose himself in teamwork of combined effort and imbued with the desire to contribute wholeheartedly to welfare of the whole; *if* the participant is clothed with new knowledge, new ideas, new situations and is learning to appraise and use them creatively today and tomorrow; and, *if* the outcomes foster aspiration, cherish

truth, contribute to health, inculcate habits of self-respect, tolerance, and fair play, a sense of duty and public spiritedness, we are indeed traveling the educational highroad paved with the tested materials of desirable activities.

The activity program of our high school is and must be an ever evolving process of co-operative effort and enriching experiences for each and of of us—students, teachers, parents, and community. Our schools' assignment and summons is to discover, awaken, and develop the latent personal power of our pupils and to channel the resulting current through democratic ideals and conscious service to an enduring and purposeful citizenship.

Group IV (Monday)—TOPIC: What Administrative Techniques Contribute to Better Principal-Faculty Relationships?

CHAIRMAN: *E. B. Weaver*, Principal, Topeka High School, Topeka, Kansas

INTERROGATORS AND CONSULTANTS:

Carl L. Hopkins, Principal, Frank B. Willis High School, Delaware, Ohio

McDonald Hughes, Principal, Industrial High School, Tuscaloosa, Alabama

**SOME ADMINISTRATIVE TECHNIQUES THAT
CONTRIBUTE TO BETTER PRINCIPAL-
TEACHER RELATIONSHIPS**

F. R. BLISS

IT IS almost a truism that the happy and useful functioning of any organization depends on the harmonious working relations between the administrator and members of his group. As obvious as this statement appears, it is too frequently disregarded by high-school principals. It may be too much love of authority that woos the administrator into arbitrary and dictatorial attitudes and decisions. I am inclined, however, to believe that more frequently it is the sincere desire to bet a job completed so he can move on to the next job at hand that prompts the quick decision. He may even fail to realize that he has lost rapport with his staff and is demanding obedience and what he calls loyalty rather than obtaining willing and energetic participation in what should be a co-operative enterprise.

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AVAILABILITY OF THE PRINCIPAL

Of primary importance, I believe, is the availability of the principal. No matter how busy an administrator may be, he should always reserve a part of his time for receiving teachers with problems, requests, or complaints. It is my practice to have the door to my office open at all times when I am not in conference. Frequently in two or three minutes a teacher's problem can be resolved much more expeditiously than by an appointment made for a later date. The teacher is appreciative of the administrator who trusts her to use no more time than necessary. Seldom do teachers fail to respect my time.

The longer interview, of which there are many, should be scheduled in advance and only if both principal and teacher show respect for each other by being on time for the conference and not wasting each other's time can desirable rapport be maintained. Disregard for time can be an administrative fault. Conferences may be prolonged needlessly while other equally busy members of the staff are waiting 10, 15, 30 minutes past the time appointed for their conference. The conference should respect the administrator's time and that of the person waiting outside. There is little excuse for dragging out any interview during business hours beyond the time required to settle the problem at issue and to exchange the amenities of friends and co-workers. Long social visiting should be indulged in only when no other duty is pressing. This is not to be interpreted as discounting in any degree the importance of friendly and informal relationships between principals and teachers. The best working environment is a product of such relationships.

Another phase of this same problem is the need to keep appointments in his office or other part of the building at the appointed time. Being late can never be considered a virtue, not even a social one, in the public high school. Pupils and teachers are expected to adhere to time schedules made for the smooth functioning of the educational process. It is no more important for teachers or pupils to be in their classrooms at the opening bell than it is for a principal to be at any meeting at the time announced. Or, if the principal has told Miss Jones that he will see her at 8:30 in the morning and doesn't get there until 8:40 when she is due in her classroom he cannot expect her to gain respect for him. Teachers, too, are guilty. If they drag in for a conference 15 or 20 minutes after the appointed time, they should expect to come again another day. The schedule of a busy office cannot be scrambled to meet the dilatory convenience of people not accustomed to keeping their appointments.

ABILITY TO SAY NO

Another technique that will serve the busy principal well is his ability to say "no." By this I do not mean that he should adopt a

negative attitude on all proposals and suggestions, but rather he must have the discernment to anticipate just where a commitment will lead. What kind of a precedent is he setting that will come back to plague him? He must be sure that the teacher understands why his request is refused. Sometimes the "no" can be qualified with a promise of the future, next term or next year. Teachers should have means of knowing what requests are reasonable. It is as unjust of them to ask for special concessions or privileges as it is for the administrator to deny fair treatment or refuse consideration to a reasonable request. Any administrator who has to be repeatedly reminded of something he has promised to do, cannot keep the respect of his teachers. Vague promises or commitments will only cause trouble. They build up false hopes and eventually produce a deep-seated sense of mistrust among the teachers.

FAVORITISM

The administrator should have no "sacred cows." His enthusiasm for some subject-matter field, some innovation, or even some member of the faculty can result in prejudicing his objectivity in dealing with other problems or other faculty members. Any time a principal appears to give favored attention to any single activity of a school the teachers responsible for the other activities will have more than usual sensitivity about the administrative treatment accorded their activities. Complete impartiality is difficult of attainment. At best it is difficult not to be influenced by personal feelings of regard or of particular interest in some activity, for example, in music or art or sports. A good administrator will recognize these feelings in himself and will take particular pains to avoid letting them influence his judgment in his decisions or in his talks to faculty groups.

GOOD LISTENING

One of the best tests of administrative skill is to be able to listen well. We have all known administrators who interview prospective teachers by talking 90% of the time themselves. This same administrator is likely to be so infatuated with the sound of his voice and the ripeness of his experience that he will "hear" a teacher's problems by telling her at length about his experience with all kinds of problems. Some of us who can keep quiet and let the teacher talk have another weakness. We can't listen attentively and sympathetically. Our minds wander to other interviews, other problems, even to last night's bowling or the political picture. As might be expected, the teacher soon learns that she must take extraordinary means of commanding the attention of such administrators.

In all human relations the problem of winning and expressing approval is loaded with potential good or bad. The timely and appropri-

ate expression of approval for service well performed and the special note of commendation or congratulation for the honor earned or the high office won are evidences of the close interest with which the sympathetic administrator follows the activities of his staff. The warmth from such a commendation at the proper time will often linger in the memory of a teacher for years. Everyone wants to be appreciated; to be appreciated by one's official superior heightens one's sense of security and increases desire to do one's best. Flattery, however, is as destructive as jealousy or indifference. The recipient knows the difference between earned approval and unearned praise. Teachers are particularly resentful of public praise of someone whose only distinction is that he is the present fair-haired boy of the administrator. If the administrator maintains a strictly impartial attitude towards the achievements of his staff and if he makes special efforts to understand every aspect of his progress, he is likely to be richly rewarded in the rapport he enjoys with his teachers.

UTILIZING STAFF WELL

Group relationships of the administrator and the staff present a number of constructive possibilities or pitfalls. Let us examine briefly a few of them. The most important of all, it seems to me, is that the administrator learn to utilize the best abilities of his staff. No matter how wise a school head may be, he makes a serious error if he supposes that he knows more than anybody in his school about every phase of administration or policy. The papa-will-take-care-of-everything theory of administration not only kills the administrator but is lethal to initiative in his staff. On the other hand, the wise administrator studies the specialties, the training, the experience, and the leadership qualifications of his staff. Using each where he fits best, he builds a school organization capable of shaping wise policy and carrying it out with a minimum of friction. Moreover, with teacher participation in policy making and the details of administration, the top level executive has more time for public and staff relations.

Allied to this principle is one of great importance. If responsibility is delegated, authority should go with it. Much too often committee chairmen or directors of different school activities are told to go ahead—to make decisions and arrangements—only to have their actions abrogated by the administrator who delegated the responsibility. Occasional exercise of this final veto will be understood when it is necessary if the administrator and his staff have considered carefully in advance the lines of authority and responsibility. Morale need not be weakened. Indeed, it should be strengthened if the executive reviews frankly with the teacher or committee chairman the circumstances involved in the altered decision. On the other hand, consistent failure by an administrator to support the decisions of his directors or com-

mittees, arbitrary over-ruling of them, or denying the authority to carry out policy they have been given responsibility for, can do more harm to faculty morale than anything else.

CONDUCT OF MEETINGS

Worth serious thought, too, is the whole matter of the conduct of meetings. In a large measure the executive advertises his strength or weakness in the way he handles faculty meetings. If he appreciates the sacrifice everybody is making by giving valuable time to the meeting, he will show it by calling meetings only when necessary. The use of regular or weekly bulletins can well replace the announcements that occupy so large a part of many faculty meetings. All faculty meetings should have a worthwhile purpose, be well planned, and be conducted without serious waste of time. Tactfully, he will keep others on the subject and will not prolong needless discussion of issues under consideration. He will not attempt to dominate the meetings, will show receptivity to ideas and permit their elaboration, and will not be displeased with honest opposition to his own ideas. He will also devise ways of neutralizing the chronic objectors and of checking the ubiquitous timewasters.

There is really little difference between the administrator and the teacher. Each must respect the points of view and responsibilities of the other. The administrator is the teacher advanced one step because of some evidence of good judgment, initiative, and skill in working with people. It sounds very simple and yet it is complex and fascinating, as are all human relations.

WHAT ADMINISTRATIVE TECHNIQUES CONTRIBUTE TO BETTER PRINCIPAL-FACULTY RELATIONSHIPS?

LEE D. PIGOTT

THE FEELING of belonging to the group, the feeling that one is understood by the principal in charge, the feeling that others will cooperate with the group, the feeling that others know that you are on their team and playing according to the rules to do your best, is hard to create in a school faculty whether it be large or small. This feeling will not be acquired by any hit or miss method. If it is to be accomplished, the principal will necessarily play a large part in the plan. He should, however, stay in the background wherever it is possible and let the teachers take the lead within the group. Whatever plan is de-

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cided upon should be thought through thoroughly by the principal and directed by him in such a way that to look at the procedure it would appear the teachers were doing a very large part of it. After the co-operative plan gets started, the principal should be the one to keep it alive. How can this be accomplished? I do not know that it can be accomplished in every instance. All I want to do is to suggest some ways which I feel will help the principal, if he is interested, to create a better principal-faculty relationship in the school where he is employed.

A school philosophy will help. This philosophy should be written by an editing committee which will take the material from other committees and arrange it in the form suggested by a pupil-teacher-parent administration committee. It is very essential that the philosophy be the product of the whole school and community through committee work. This is necessary because all who are interested in the welfare of the school will have a part in it, and they in turn will know what the school is striving to do. The philosophy of the Decatur, Illinois, Public Schools is given here as an example which was created in a democratic manner. This philosophy is not given with any thought of it being good, but as an example of what we did.

PHILOSOPHY OF DECATUR PUBLIC SCHOOLS

In order to gain unity and consistency of purpose and to give direction to the program, it is the opinion of the teachers, supervisors, and administrators of the Decatur School District that the philosophy of the winter session and that of the summer must be one.

The philosophy of education for the Decatur Public Schools becomes the heart of the expanded educational concepts in Decatur. The job is one of projection of the concepts given in the philosophy below and expansion of educational opportunities through the entire 46 weeks. The text of the philosophy is as follows:

We in the Decatur Public Schools believe:

1. That education in a democratic society is based on the belief that its members are or can become properly equipped for participation in the democratic process.
2. That the characteristic values of a democratic society are:
 - (a) A deep and abiding respect for the dignity and worth of the individual.
 - (b) A mutual responsibility of individuals and groups for advancing general welfare.
 - (c) A faith in the intelligence of man.
 - (d) An equality of opportunity regardless of race, religion, or economic status.
3. That learning is a process which changes the individual's mode of reacting to and upon his environment.
4. That the chief function of education is:
 - (a) To accomplish those physical, mental, and moral changes in behavior which will help develop a socially competent and responsible individual.

- (b) To guide these changes so that they will be expressed in satisfactory human relations, healthful living, the business of making a living, and adapting to and improving one's environment.
- 5. That the role of the school in a democratic society is:
 - (a) To assume the responsibility for the development of the basic academic skills, attitudes, and appreciations necessary for social competency.
 - (b) To seek to co-ordinate the activities of community agencies, including the home, in working with the school in accomplishing the total purpose.

It is our judgment that to accomplish the democratic ideal expressed in this philosophy that the continued growth of teachers and expanded and more effective educational services to the community are of equal importance—the former, that the curriculum and methods of instruction may be improved; the latter that these may be exemplified in continuous and meaningful educational experiences.

We conceive these activities as making a direct contribution to the growth of teachers: (1) summer school attendance, (2) participation in workshops, and (3) preparation of instructional materials.

Fuller possibilities for educational service to the community as well as for teacher growth will be possible with the year-round program. We conceive these activities to be those providing expanding educational services to the community: (1) direct summer educational services through the schools and (2) educational services offered in co-operation with other community agencies.

Beginning with the summer of 1950, it shall be our purpose to work toward a program balanced equally between educational services to the community on the one hand and teacher growth and leave on the other.

Relationship of Trust

In order to accomplish good teacher-principal relationship which is lasting, it is necessary that a spirit of trust between the principal and faculty exist. How this spirit of trust can be acquired is a problem which each principal and faculty must work out together. Regardless of what agreements are on paper, unless the feeling exists in the faculty that the principal is watching out for their interests and that he will let them know the full story of any serious matter that comes to his attention, a feeling of mutual trust cannot exist. I know of one school where the following was done to demonstrate the confidence he had in the faculty. The commanding officer of one of the patriotic organizations went to the school and complained that one of the social science teachers was teaching communism in his classes. This patriotic individual demanded, and I think rightly so, that communistic teaching in the public schools must stop. He told the principal a number of statements which he said had been made by the social science teacher to his classes during the semester. The principal called his secretary and asked that the accused teacher come to the office immediately and that he bring his semester outline and textbook with him. The patriotic citizen insisted that he would leave and not talk to the teacher. It was necessary to block the door to keep him from leaving. When the teacher came to the office, the principal introduced the

two men and told the teacher in detail what he was accused of doing and asked him to give his side of the story. After the three of them had discussed the problem thoroughly, the patriotic citizen stood and apologized to the teacher and principal for accusing the school of teaching communism and complimented the teacher for what he was teaching in the social science classes. He went back to his organization and explained what really was being done in the school. Needless to say, the organization understands that the school does have problems in this field and it knows how the school is tackling them. The organization as a whole, I am sure, will give the school credit for teaching what is American. The teacher also knew that the principal gave him a chance to be heard before he was judged and that evidently the principal had confidence in him.

Another instance in the same school. A committee of parents went before the Board of Education at a regular meeting and asked that a social science teacher be dismissed because of the things she was teaching in her classes. The principal of the school happened to see the committee go into the Board of Education room. He followed them into the board room and listened to their statements. After the Board and the parents had discussed the problem at considerable length, and "discuss" seemed to be all they were doing, the principal asked that the Board of Education refer the committee to him and that he would investigate the matter. The principal requested this because the parents had not said anything to him about their complaint. The Board of Education did refer it to him and the parents and teachers and pupils all discussed their problems together. The results were that the parents were pleased to learn the facts more accurately and the teacher was placed on a high esteem with them.

Another case in this same school came to the surface one day when the principal was on the way to the bank. One parent of a girl in school stopped him and told him that two of the high-school teachers were very immoral and were having men in their room each night and that the men did not leave the building until early in the morning. He more or less demanded in an emphatic manner that the teachers be dismissed immediately. He wanted them dismissed, but he refused to tell the principal who the teachers were. The principal refused to leave him until he was given the names of the two teachers. The two teachers were called into the principal's office and they were told frankly what had been told him and gave them the name of the person who told him about them. They were given a chance to answer the accusation. After the teachers had quieted down, they asked for a conference with the man who had accused them to discuss the accusation. The conference was called and details of the accusation were discussed thoroughly. It happened that the teachers lived in a large house which had been remodeled into eight small apartments. The parent thought that every man who went in and out of the building had been in to see these two

teachers. Absurd, you say? True, it is absurd, but busybodies do absurd things.

There are other instances which could be given but these three are enough to illustrate how a principal can prove that he will be frank and fair with his teachers if serious trouble arises. I related the above instances only because as these facts became known to the faculty by the way of the grapevine, it could not help but instill in other teachers the fact that should anything serious come up concerning them they would have confidence that the principal would talk to them frankly about it.

Growth Pattern

The problem of getting across to the teacher how the principal feels about his teaching is one which is difficult. There is too much fear and uncertainty in the minds of all of us about how we are rated with the administration. We have a method of principal visitation and principal-teacher conference which seems to promote better teacher-principal relationship and seems to overcome this fear to some extent. This plan is carried out in our high school, which has a faculty of about eighty-five teachers, in the following manner. The principal makes a schedule of visitation for a group of sixteen teachers at a time. A pre-visitiation conference is scheduled for each teacher. This schedule is given to these teachers at least one week before their first conference. At this conference, the teacher and principal discuss classroom teaching, building problems as they concern the building as a whole, and the teacher as an individual. The principal encourages a frank discussion of any problem which the teacher might wish to present and any problem the principal might wish to present. At this first conference the teacher and principal go over what we term a "Growth Pattern" which was written by the teachers and the administration and accepted by the Board of Education as a pattern for the study and stimulation of good teaching supervision and administration in the public schools of Decatur, Illinois. After the first conference, the teacher is visited at least four times. After the visitations, a report is written about the teacher and given to him. He in turn writes a report about his work and hands it to the principal.

DIRECTIONS FOR APPLICATION OF GROWTH PATTERN

1. At least a week before the second conference the principal and the teacher shall have at hand copies of the Growth Pattern. Each shall thoughtfully fill out his copy in triplicate according to his honest opinion of the teacher's work. Sub-topics listed under each heading are designed to serve as suggestions and are not to be considered as either eliminating other comment or requiring that comment be made on all of these headings or sub-topics. Following the first Growth Pattern reference may be made to previous Growth Patterns to avoid unnecessary duplications. Not less than 48 hours before the interview, the teacher and principal shall exchange copies.

2. Having studied the inventories carefully, the conferees can then discuss intelligently the work in question. During the interview the principal and teacher shall go over both copies with the principal acting as master teacher guiding the teacher toward the best possible teaching.

3. Any differences of opinion shall be noted as such—each respecting the other's integrity. Such differences shall be mentioned under "Comment" at the bottom of each section of the "Growth Pattern" or shall be summarized on the supplemental sheets at the end of each copy of the "Growth Pattern."

4. Both the teacher and principal shall sign each of the six copies. Signing acknowledges having read the statements but does not necessarily indicate agreement.

5. A supplemental statement may be prepared in triplicate at any time if the teacher, principal or supervisor so desires.

6. If it becomes apparent in the opinion of the principal that dismissal of a tenure teacher might be necessary, such shall be stated as a supplemental statement in the Growth Pattern. Except in extreme cases, this notification shall take place at least a semester before dismissal. In the event of a second notice of this nature the principal shall state what steps have been taken to help the teacher remedy his deficiencies or delinquencies. In case of actual dismissal, except in emergencies, notice must be prepared in triplicate and filed with teacher, principal, and superintendent before April 1.

While you may think that the growth pattern conference might create unrest, in reality, if the principal is sympathetic, honest and frank in the conference with the teacher the conference itself creates trust and mutual understanding.

Visiting Days and Professional Meetings

Another technique which contributes to better principal-faculty relationship is to permit the teacher to have a visiting day a year without loss of pay. In Decatur system there is written agreement with the Board of Education which states "that a teacher may be allowed one visiting day each year with full pay. Visitation may be within or outside the Decatur school system at such place or places as present the greatest opportunity for growth in the teacher's field of work, and must be mutually agreed upon by the teacher and the supervising principal. Unused visitation days may accumulate to a maximum of three days. The plan and report of the visitation should be a co-operative enterprise between the teacher and the supervising principal. On the approval of the supervising administrator a teacher may use allowable visitation days for purposes of attending professional meetings."

In addition to this, teachers in this system are excused without loss of pay to attend conferences. Likewise, teachers who are acting as critic teachers are permitted to visit other schools for one day without loss of pay.

Building Organization

The assignment of teachers to classes is not always done with complete satisfaction to the teacher. The teachers may elect the year

of the subject which they wish to teach in their major field, but it is not always possible to give all the exact class organization they would like to have. In order to help overcome this feeling of having to take what is thrust upon them, a technique which will help overcome this to some extent is to permit the department heads to make a tentative classroom organization for their department. It would be necessary, of course, for the principal to get the election and the number of students who have elected each subject. In addition to this, it would be necessary for the principal to decide the number of classes he wants in a given subject. The department head could make out the schedule in the regular department meeting. This gives the teacher a view of the whole department and some of the problems which arise in the organization of the department itself. It also gives the principal the teachers' point of view in the organization of the building. We have done this for a number of years and find that our work is better organized because of teachers' suggestions and that there are fewer complaints about the work assigned to them.

The Principal Should Be Approachable

The teacher or students should have very little difficulty or trouble to see the principal whenever they desire. It also should be so arranged that they can walk into his office at any time when the principal is not in conference with someone else. The office door should be open at all times except when there is a very serious conference in session with some group about a matter that needs immediate attention. It is so easy for the principal to say that he is busy and not able to see individuals, but this temptation of saying you are busy should be overcome. He should be available to anyone who wishes to see him before school, at noon and after school. Of course, it is unnecessary to state that whatever is given in confidence by students or teachers should be kept in confidence. The easier it is for the student, teachers, parents to see the principal the better the principal-teacher-student-parent relationship will be.

Opinion Survey

An opinion survey of what the parents, students, and others think about what is going on in school is very much worthwhile. An opinion survey in a large school could be secured by sending a questionnaire to every third, fifth, or tenth student in school for the students' opinion, and the same thing for every third, fifth, or tenth parent who has children in school. In addition to this, the questionnaire could be sent to the lay people in town in order to get their reaction to what is being done in the public schools. When these questionnaires are returned and compiled, the students, teachers, parents, and lay people should all be given the facts as shown in the opinion survey. All groups should be given a chance to make suggestions to overcome things

which are not liked within the school, with the school having the final say as to what should be done about them. The results of the survey should be discussed at faculty meetings to find out what the faculty thinks about the strong and the weak points and get additional suggestions from them at that time about other improvements. When these suggestions are given they should be followed through and all who took part in the survey should be informed as to the progress made.

Class Room Interruptions Should Be Kept To A Minimum

Most teachers and principals will praise anyone who can make suggestions so that the classroom interruptions will be held to a minimum. There is nothing more irritating to a teacher who is trying to do an exceptional piece of work than to be constantly bothered. A great many of these interruptions can be overcome by an organization that has a schedule which can be used when interruptions might occur; such as assemblies, drives for money, practice for programs, plays, etc. One method of assuring the teacher that these interruptions will not bother her classroom work is to have a class period where most of these interruptions can be taken care of. Even for assemblies, the periods can be so arranged that they can be shortened for the day of the assembly which will permit the teacher to have class on that day and with little or no interruption. After such schedules are made, the principal should see that they are followed or the principal-teacher relationship will suffer.

Faculty Social Committee

A social committee should be a must for every faculty. The duties of this committee should be decided for the faculty as a whole what they want to do socially for the faculty. It would be well for the faculty to meet with the social committee and suggest the type of functions they would like to have during the year. With this direction from the faculty, the social committee should function on their own. I have found that a good social committee contributes about as much toward the spirit of the school faculty as any one thing that can be done. Some of the functions which the social committee can prepare for are Christmas parties for the teachers and their families, breakfasts, weiner roasts, square dances, and parties at the hotels, etc. In all of these social activities, *status* as such, is eliminated, and the principal, "boss," can become another individual within the group. A social committee can also be responsible for refreshments before faculty meetings. Coffee, cookies, and other refreshments along with the visiting between the faculty members creates a feeling of informality which helps the group to relax. This relaxing permits the faculty members to enter the meeting in a better spirit than would otherwise prevail. The rubbing of elbows, the light talk and visitation within the group will ordinarily add zest and pep to the faculty meeting which follows.

Curriculum Work

Curriculum work will be done much better and the outlines which are made followed more closely if all the work is done by faculty members and administrators working together in a democratic manner. This approach to curriculum work will be much slower in working out outlines than most methods, but, if a specialist is called in and the work is done quickly, the outlines which are written are likely to be put in the bottom desk drawer and left there. If it is done by the group, regardless of whether the outlines are followed completely, there will be some change in the method in presenting the material to the classes. The curriculum work should be done by teachers from each department. These teachers should be given time during the school day to meet and to work. Minutes of what is being done by each committee should be mimeographed and sent to all teachers in the department in order to keep them informed about what is being done. In choosing the committee, each building in the system should be represented so that that representative could keep all other teachers in the building informed as to what is going on. This technique of teachers working on the curriculum gives the teacher a feeling that he is appreciated and that the administration feels that teachers have the ability to work with the problems in their own field. It gives them a feeling of being a part of the organization.

High-School Cabinet

In a large high school, better teacher-principal relationship can be acquired by having a high school cabinet. This cabinet should be made up of the head of each department in the school. A meeting with this group should be held regularly and on school time. The meeting should be held regularly regardless of whether the principal had anything to discuss with the group or not. After this group has met for a number of times, and the principal can make it known by his actions that every idea presented will be discussed thoroughly, it will not be long until the real desires of the departments will come forth. This is also a method of keeping each department in the school informed of what other departments are doing and it is also a place to initiate new things which will help solve some of the problems of the school itself.

Policy Committee

Some might call a committee of this type a grievance committee or clearing house committee, but whatever it is called the policy committee is much worthwhile. This committee could be chosen by the faculty or teachers association and could act as an advisory committee to the board of education as far as personnel problems of the faculty are concerned. A regular meeting of this policy committee should be scheduled and all within the system should know what these meeting dates are. The committee should be willing to listen to any person who comes to

them about any school matter. This committee should make studies of problems which are of vital interest to the faculty and report to the group from time to time as to what is being done within the committee itself. This committee could be used for such requests as increase of salary or request for better working conditions, *etc.* This committee could also be used as a public relations group for the teachers themselves, and if handled correctly would prove to be of very great value to any system which would initiate this kind of committee work.

The above suggestions are techniques which have been tried and have been found to be helpful in creating a good principal-faculty relationship. These techniques, and others which many of you use, are worth while and accomplish the desired results only if you, as principal of the school, are willing to make an honest effort to see that they do succeed.

NATIONAL EDUCATION ASSOCIATION APPOINTS NEW EXECUTIVE SECRETARY

William G. Carr has been appointed Executive Secretary of the National Education Association, it was announced by the Board of Trustees of that organization. Dr. Carr succeeds Executive Secretary Willard E. Givens who retires August 1 from the position to which he came in 1935 from the superintendency of the Oakland, California, public schools.

Dr. Carr, who joined the NEA staff in 1929, has been Associate Secretary of the National Education Association since 1940 and Secretary of the Educational Policies Commission of the NEA and the American Association of School Administrators since 1936. Dr. Carr has served as general secretary of the World Organization of the Teaching Profession since 1946.

As consultant to the United States Delegation of the United Nations in San Francisco, he worked effectively for the creation of the United Nations Educational, Scientific, and Cultural Organization. He was deputy secretary of the Conference on Education and Cultural Organization in London in 1945. In 1947 he was adviser to the United States Delegation at the Second Conference of UNESCO in Mexico City.

Group I (Tuesday)—TOPIC: How Can Faculty Meetings Become Effective Professional Experiences?

CHAIRMAN: *George H. Gilbert*, Principal, Lower Merion Senior High School, Ardmore, Pennsylvania

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HOW CAN FACULTY MEETINGS BECOME EFFECTIVE PROFESSIONAL EXPERIENCES?

FREDERICK L. POND

A STIMULATING experience is enjoyed by those who lead a faculty that is taking positive action. Creative leadership and supervision involve many types of faculty meetings. Among these types are general faculty meetings, study groups, conferences, committees, and seminars. Their effectiveness depends upon the leadership which guides them, the degree of democratic participation which is aroused, and the purposes for which they are held.

Conventionally, supervision has depended upon three simple types of activities: (1) classroom visitation and conference, (2) teacher rating, and (3) monthly faculty sessions, held usually for announcements. Faculty meetings were professional duties rather than professional experiences.

Today many principals are raising supervision to higher levels. The expanding responsibility of education and the higher professional level of teachers present a challenge to each of us to organize effective types of faculty meetings that are in accord with the status of modern education. If faculty meetings are to have more meaning than bridge-club chitchat, effective planning must be done. To do this, we must, first of all, examine ourselves. What are the challenges for our leadership?

Democracy requires and at the same time creates leaders of energy and initiative. It cannot flourish unless leadership—in government, in industry, and in education—continually promotes: (1) the co-operative study of problems, (2) the making of choices, (3) the taking of action, and (4) the evaluating of results. Promoting this teamwork is the challenge and opportunity of those who are selected for posts of responsibility.

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As leaders, we can learn only by trial and success. We learn that we have abilities if we use them to the limit. We must reveal problems and guide co-operative faculty study. We must promote plans for action, the execution of plans, and the measurement of results. Through these activities, we can provide the creative experiences that are the right and need of all teachers in a constantly developing profession. Faculty meetings of various kinds are indispensable parts of this program.

Good supervision is more than the mechanical administration of housekeeping details. There must be concern about demonstrating to a board of education that an efficient, well-disciplined, and economical school plant is being maintained. But a successful principal does not measure himself on that basis alone. His constant concern is the operational task of bringing to classrooms the values of research and of principles that have been tested by experience. These values create problems and needs in every faculty, even though they may not yet be recognized.

A functional school program is not transplanted; it grows—under good leadership—in its own native soil. A co-operative attack upon local school problems is the best type of supervision. The purpose is not only to make decisions but to help people to grow professionally by guiding them in constructive experiences. In guiding these activities the leader also will grow. Groups—leaders and led—grow professionally when they do something about something. They do best what they work out together for themselves. Faculty meetings become effective professional experiences as they fit into this process.

A successful principal uses the methods of democracy. This is more than mere manipulation—forming committees and using group discussion that always work out as originally planned. Teamwork and genuine respect for individual opinions provide points of consensus that may be more valid and effective for the faculty than the leader's own personal views. The strength of democracy is in the fact that its practice challenges, persuades, and recruits enthusiastic support.

We realize that the leadership that is needed for co-operative supervision is no easy task. If it were easy, it would not challenge men of energy and initiative. How, then, can our energy best be expended? Effective action presents three problems: (1) What is the challenge? (2) What objectives should guide us? (3) What types of faculty meetings can be used? Let us consider these problems and their relationships in order:

WHAT IS THE CHALLENGE?

One of the characteristics of every profession is its constant development. Casual observation of all learned occupations—from medicine to road building—reveals growth in principles and techniques. There is none of the inaction that produces stagnation. In spite of

splendid past achievements, current progress in all of the professions is evident. This is also true of education. The successful tasks of preserving and developing a great country and of amalgamating a superior people, from many diverse origins, has more than sustained public faith in the schools. Yet, today, the increasing rate of change, the complexity of society, and the threats to democracy create new demands and challenges for all of us.

The literature of education, particularly our own *Bulletin* of the National Association of Secondary-School Principals, repeats challenges again and again. "Education for All American Youth," "Life Adjustment Education," "Vitalizing Secondary Education," and similar reports flood the field. They have had a tremendous impact upon our thinking. The transition of that impact into the convictions and classroom techniques of teachers largely depends upon the leadership of the men of energy and initiative who have been selected for the secondary-school principalships.

Survey of the rate of change in secondary education indicates the need for positive and aggressive action. In 1937, Mort and Cornell found that a sampling of changes in secondary education took an average of seventeen years to diffuse through three per cent of the schools. These changes took thirty-three years to reach half of the schools. Unless there is positive supervision, it will take a half century for the average change to diffuse completely. What we talk about today, we shall be doing tomorrow; but let us not make tomorrow fifty years away.

This rate of change may be regarded as a function of the type of principalship which was operating in 1937. When, in the same survey, 2,416 teachers were asked the sources from which they received ideas for change, only forty-three mentioned their principals. The past fifteen years have undoubtedly seen a far greater assumption of leadership by those who have that opportunity. Our *Bulletin* and this convention are evidences of that concern. The lesson is obvious: those of us who expect to live long enough to see much change must be active in setting up the types of professional faculty meetings which will achieve it. Let us not expect better men, fifty years from now, to do what we cannot do today.

WHAT OBJECTIVES SHOULD GUIDE US?

In considering the problems which confront him, the principal realizes that the supervision of instruction is a task which is similar to that which he has faced before during his own many years of successful classroom teaching. His present task involves the teaching of teachers.

As he keeps informed concerning the findings of modern research and reports of more successful teaching techniques, his use of the

various types of faculty meetings falls into place. He sees that there is a special purpose for meetings of a central committee, for general faculty meetings, for fact-finding survey committees, for the use of consultants, for guided and unguided group conferences, and for seminars. Effective selection and timing of the various types of meetings is bringing modern research into classroom use. In bringing this about, successful principals are illustrating—in their own supervisory practices—the points of view and techniques which teachers, in turn, will find of value in their work with youth.

Research workers in psychology, in sociology, and in education and many teachers in action have lately evolved and put into practice several basic points of view. These have created more effective learning. They reflect the ways in which people learn best—on school faculties and in classrooms. These results of a half-century of progress in education have gained status because they are accepted and recorded: (1) in modern textbooks on educational psychology, (2) in books on teaching methods, (3) in the 1950 edition of the *Evaluative Criteria* of the Co-operative Study of Secondary School Standards, and (4) in reports of state and national committees. Nearly every state has programs underway for their gradual adoption.

At first glance, these points of view seem to require a paragon of professional perfection to carry them out in teaching teachers or in working in classrooms. More extended consideration, however, relates them to previous convictions and ways of teaching. All that is needed is to raise our eyes to include in our vision—not only the textbook—but also the pupil and his environment. We must broaden the range of our thinking to encompass the whole pattern which is presented. Some of these points of view, which are listed and emphasized in the literature of education and in our convictions, form the bases for both supervisory practices and for good teaching.

Learning is a change in what we do—how we think, feel, and act. The Ten Imperative Needs of Youth all involve types of behavior. Change of behavior—in thinking, feeling and acting—is produced by the practice we have while we are learning. There is a difference between teaching for knowing and teaching for acting. Teaching for acting involves many learning activities.

Action in supervision produces action in teaching; action in teaching produces action in living. Both supervisory procedures and teaching to achieve functional transfer values involve several principles. Let us state these as maxims which, according to Mark Twain, should have a "minimum of sound and a maximum of sense." These maxims are that: (1) People learn best what they need to know most, (2) People learn best what they do, (3) People learn best what they find out for themselves, (4) People do best what they plan to do. Let us consider these in order:

1. *People learn best what they need to know most.*

Interests are a fusion of the needs and tensions which people feel. There is meaning and challenge for teachers and pupils when action in supervision and in teaching is related to or focused upon the tasks which people face. There is a hunger for this kind of learning. These needs are the motivators of behavior.

The best way to find out what people feel that they need to know is to ask them. With proper orientation, responses are generally what good sense would indicate. A survey form, based upon the Ten Imperative Needs of Youth, was published in the October 1951 edition of the *Bulletin* of this Association. A similar form for teachers will accompany the report of this presentation. Needs are revealed through faculty experience in surveying situations and in summarizing the results. Then problems arise concerning the organization of a program for action. The second maxim may then become operative:

2. *People learn best what they do.*

Learning for doing—for desirable types of behavior—involves much doing in the learning. Doing should not be interpreted as only motor doing. It is essential in both supervision and teaching that there be many types of group meetings for co-operative action. The narrow range of action, which may be involved in daily assign-study-recite procedures, encourages temporary verbal mastery. Such static learning is usually limited to a steady perusal of logically organized material with the hope that it someday may be useful, if remembered and applied. The dynamic use of subject matter in meeting needs results in greater mastery.

It is the tasks of living today—as well as tomorrow—that measure our strength. Dynamic action in both supervision and teaching should be related to daily tasks and problems. Then teachers and pupils find and master knowledge in a functional setting. The wisdom of the ages becomes an instrument for their personal and social development. The wisdom that is learned becomes evident in changes in the way they think, feel, and act. These types of behavior, or of habits, result from the practice of them in active supervisory and classroom situations. Such practice involves the third maxim.

3. *People learn best what they find out for themselves.*

The human mind is not a blotter. Desirable changes in the ways teachers and pupils think, feel, and act do not develop automatically from the absorption of facts and information at general faculty meetings, at institutes, or in textbooks. Such deductive learning experience has some, but little, effect upon what they do. The wiser supervisor or teacher is seldom a giver of knowledge; he is a guide to knowledge. At times he may have to lecture, or to exhort, or even to pontificate. Yet he realizes that he who acts like he knows all the answers seldom

is asked. So he seeks always to raise problems and to promote types of inductive action. These lead people—both faculty members and pupils—to find out things for themselves. When problems are revealed, effective kinds of faculty meetings provide the inductive experiences that lead to planning and action. This introduces the fourth maxim.

4. People do best what they plan to do.

"Action without planning is fatal; planning without action is futile." Good planning for faculty meetings that will be professional experiences will reflect the three previous maxims: (1) that we learn best what we need to know most, (2) that we learn what we do, and (3) that we learn best what we find out for ourselves. We can plan best when we put things down on paper. Planning should be flexible; yet it is necessary. Lesson plans, resource units, and experience units are useful tools for teachers. Supervisory plans, co-operatively organized, will give due and timely notice to all who are involved.

Plans for supervision take hold best when they are focused upon the problems of youth rather than upon those of teachers. None of us likes to be told that he needs to be re-educated. But when we discover problems and projects concerning better learning experiences for youth, we are eager to work upon them. How to work upon them involves the use of faculty meetings that will be effective professional experiences.

WHAT TYPES OF FACULTY MEETINGS CAN BE USED?

A study of several hundred supervisory programs, in operation in the United States, reveals some central tendencies. No two situations are alike and local adaptation by faculties should undoubtedly be made. Generally, practices seem to conform to a simple but effective pattern of meetings and action. This general program, with proper timing, involves:

1. Organization of a central advisory committee of a few people.

In every faculty there are persons who can serve well on such a committee. These may be appointed or elected. Their report introduces the second step:

2. The report of the central committee is discussed and approved by the faculty.

This report may recommend one of the following procedures: (1) solicitation of problems from faculty members, or (2) fact-finding studies by faculty committees. These may seek to gather evidence, as scientifically as possible: (a) on the needs of youth in the school, (b) on the school's holding power, (c) on the current educational beliefs of faculty members, (d) on the needs and educational resources of the local community, (e) on the opinions of parents, and (f) on other

data which may appear to be significant. These activities introduce the third step:

3. *Organization of voluntary work groups around significant problems already felt to be acute or fact-finding survey committees to determine problems of greatest significance.*

Though it may seem more logical to do some fact finding by school surveys, the wise leader will not attempt to force it lest the problems become only his own and not those of anyone else. Although the problems which teachers suggest initially may seem to be immature, profound study may lead to mature concepts and often to investigative experiences. Leadership functions best by working *with* people rather than *on* them. This is the goose that lays the golden egg. The leader's best tools are the questions he may raise. Many of these will take hold and result in the types of action that may be a fourth step:

4. *Continued study of problems at various types of faculty meetings.*

The nature of these faculty meetings should depend upon the situation and the participants themselves. The members of the central committee are members of the faculty groups. They are sensitive to group needs and opinions. They meet frequently with the principal to discuss both progress and further action.

Further action may include: (1) general faculty meetings with selected speakers for orientation and direction, or for reports of progress by work groups, (2) group conferences guided by the principal, by selected leaders, or by visiting consultants, (3) panel discussions in which laymen and pupils as well as teachers participate, (4) use of visual aids on teaching methods, (5) social meetings to keep human relations well-oiled with courtesy and good fellowship, and (6) unguided group conferences that seek consensus through open discussion and rotating leadership.

Many writers on supervision urge the last approach—unguided group conferences—as the only democratic procedure that can promote individual initiative and creative effort. However, experience has shown that people accept sensible and courteous direction if it is provided in ways that do not regiment individual participation and group action.

After work groups have decided upon points of view and reported upon what *should* be done, the most difficult task remains. This is involved in the fifth step:

5. *Planning for classroom action to solve problems which are revealed.*

Too often faculty meetings have been concerned only with the development of points of view and recommendations. There comes a time when there is need for less talking and more work on things that can be done.

The operational phase of carrying things out in classrooms is difficult; but it is indispensable. Here the planning, development, and tryout of teaching units are essential. The school becomes a laboratory for the growth of both pupils and teachers. In furthering this, vertical departmental meetings facilitate the organization of scope and sequence. Grade level meetings provide for co-operation between the departments in the school.

The development by teachers of facility in planning and using experience units is a key point in putting into operation the maxims of modern education. In this process, teaching and learning are related to needs. Here the learner practices desirable behaviors in his activities and finds out things for himself. The similarity between this kind of teaching and the type of professional supervision that the faculty is experiencing should become apparent.

Perhaps only a few teachers initially may possess or may gain the ability to do dynamic teaching. Here the use of the seminar type of meeting may be of great value. Teachers report to the entire faculty, or to their departments, on programs underway and receive comments and suggestions from the group.

This process of (1) working with a central advisory committee, (2) discovering critical school problems, (3) organizing work groups, and (4) producing action in classrooms is no magic formula. It is, however, a guide to the planning which any principal and faculty should do if its meetings are to be effective professional experiences.

SUMMARY

1. The greatest challenge and reward of the secondary-school principal is that of leading a faculty which is taking positive action.
2. Faculty meetings become effective professional experiences as they are focused upon the concerns of the faculty members. A survey form is included for a study of this type.
3. The effectiveness of various types of faculty meetings depends upon their purpose. This can be decided best by a large faculty through a central committee or by a small faculty functioning together.
4. The need for continuous use by principals of appropriate faculty meetings of all types is apparent. These meetings should bring modern research and points of view to classroom use. These achievements become operative through the planning, guiding, and evaluating of experience units.
5. Democratic relationships and group action together lead to the development of inquiring minds, inventive thinking, initiative, and creative efforts. The mechanics of successful supervision function only when human relations are well oiled by leadership which pro-

vides individual status, security, and satisfaction. The final criterion—and best reward—for any leader is whether he is wanted by most of those who need his help.

WHAT HELP DO SECONDARY SCHOOL TEACHERS WANT FROM PRINCIPALS?

Teachers, like the members of other learned occupations, are concerned about the growth of their profession. Supervisory practices which are most productive of professional growth are needed. Your co-operation is requested in this attempt to find out what help teachers want and how this may best be given by the principals. Your answers, when compiled with many others, will be very helpful to the teaching profession in Pennsylvania. *The questionnaire will not be signed.*

The questions are divided into two parts: (I) types of help needed, and (II) ways by which you think this help may best be given. You are asked to check (✓) the responses at the right as they affect you individually, as follows:

Y, "Yes, help needed"; ?, "Uncertain"; N, "No help needed."

Please answer all items.

PART I. KINDS OF HELP NEEDED

	Y ? N		Y ? N
1. Maintaining classroom order	_____	14. Finding out pupil needs	_____
2. Making assignments	_____	15. Setting up functional objectives	_____
3. Preparing tests	_____	16. Relating instruction to needs	_____
4. Interpreting test results	_____	17. Using community resources	_____
5. Creating pupil interest	_____	18. Using a problems approach	_____
6. Developing pupil effort	_____	19. Promoting learning activities	_____
7. Diagnosing individual difficulties	_____	20. Planning with pupils	_____
8. Using drill techniques	_____	21. Developing experience units	_____
9. Finding time to cover the text	_____	22. Understanding group dynamics	_____
10. Developing pride in achievement	_____	23. Promoting inductive learning	_____
11. Teaching proper study habits	_____	24. Using a course of study	_____
12. Developing "socialized recitations"	_____	25. Evaluating educational outcomes	_____
13. Promoting pupil projects	_____		
26. What other help do you need? a. _____			
b. _____			
27. Of the above numbered techniques and practices, which one is the main problem for you? Number _____ Which one is second in importance to you? Number _____ Which one is third in importance? _____			

PART II
WAYS BY WHICH HELP MAY BE GIVEN

Please answer all items.

Kindly check (✓) the following supervisory activities as they are or would be helpful to you, as follows:

Y, "Yes, helpful"; ?, "Uncertain"; N, "No, not helpful."

Assume that adequate time is provided for all activities.

	Y ? N		Y ? N
1. Visits by principal to rate you	_____	17. Study-action on pupil needs	_____
2. Administrative testing program	_____	18. Study-action on community needs	_____
3. Personal conferences with principal	_____	19. Study-action on the curriculum	_____
4. General meetings for announcements	_____	20. Trying things out myself	_____
5. General meetings for inspiration	_____	21. Helping make school policies	_____
6. General meetings for new ideas	_____	Small Democratic Conferences:	_____
7. Departmental meetings	_____	22. Guided by the principal	_____
8. Grade level meetings	_____	23. Guided by a specialist	_____
9. Administrative bulletins	_____	24. Guided by an elected leader	_____
10. Supervisory bulletins	_____	25. Guided by co-operative group authority and planning	_____
11. Observing other teachers	_____		
12. Observing demonstrations	_____		
13. Using a professional library	_____		
14. Helping in school evaluation	_____	26. Number 6, followed by Number 25	_____
15. Attending summer sessions	_____		
16. Study-action on school problems	_____		

27. Of the above activities, please give the number of the activity that is or would be most helpful to you. Number _____

28. In what other ways can your principal be (or is he) of help to you?

a. _____
b. _____

Thank you for your co-operation.

HOW CAN FACULTY MEETINGS BECOME EFFECTIVE PROFESSIONAL EXPERIENCES?

MAURICE W. JESSUP

WHEN asked to spend about twenty minutes in presenting this issue at the National Convention, my immediate reply was, "yes." However, I expressed, at the same time, my misgivings as to what I

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might have to contribute to such a discussion. My offer to attempt the task was immediately accepted, and I was assured that there would be no "check-up" as to how closely our faculty meetings followed the plans which I might suggest in the presentation! I received the assignment about five days before Christmas vacation, with instructions to have two typewritten copies of my presentation mailed to the National Office by January first. As there was not time to get out an extensive questionnaire to help gather data on the topic, I gave a short questionnaire to our faculty on Wednesday, at our regular faculty meeting, then proceeded to forget the whole thing. After winding up the closing Christmas activities at school, we moved from the house where we had lived for the past four winters, into a new home, which was not completely finished. Then Mrs. Jessup and I, with our son and daughter, "took off" for the mountains to spend Christmas at Sylvan Dale Ranch, a guest Ranch which we own and operate during the summer months. We were back in Greeley on the 28th of December, getting settled, and it was not until early Monday morning, December 31st, that I finally sat down to begin working on this paper.

I pored through the past two years of Secondary School Principals' BULLETINS, *Education Digests*, *N. E. A. Journals*, *Colorado School Journals*, books on the duties of secondary-school principals, books on supervision, etc. I made an outline, wrote, scratched out, re-wrote and stuck to the job New Year's Eve and all through New Year's Day. Finally, I got the clock, checked the time, and started to see if I could read the paper in twenty minutes. I had read only part of the paper when I threw the whole thing in the waste basket.

I started again, 9:00 P.M., New Year's Day, 1952. *How Can Faculty Meetings Become Effective Professional Experiences?* I really don't know. Of one thing I am certain: In general, faculty meetings at Meeker Junior High School in Greeley this year have not been the effective professional experiences they should have been. I shall outline in a general way what I should like to do to make our faculty meetings become more effective professional experiences. My plans may change considerably between the time of writing this and the time of its presentation at the Convention.

While looking over the materials mentioned earlier, I came upon the pamphlet, "Keystones of Good Staff Relations." It was prepared by Ellsworth Tompkins and, for 15¢, it can be secured from the Superintendent of Documents, U. S. Government Printing Office, Washington, 25, D. C. This pamphlet is clear, to the point, and is based upon information supplied by teachers and principals from 47 selected high schools in the United States. The pamphlet lists 12 keystones of good staff relations. I am sure that the first thing I, or any principal should do, is to check up on staff relations before launching out on any program of improving faculty meetings. I will not try to touch upon all 12 keystones, but for me, some of them call for action. I am

sure that any principal can find in some of them a challenge to improve staff relationships.

Keystone No. 1. THE PRINCIPAL BRINGS ABOUT GOOD STAFF RELATIONS

This keystone deals with the principal as a person. If his personality, character, and convictions are such that his staff sees him as a sympathetic, enthusiastic, fair, democratic person, then the techniques for achieving good staff relations can be used effectively. It may be a little hard for a principal to do much about Keystone #1. We are what we are, and it is difficult to change to a major degree. If a principal, however, is aware of the overwhelming importance of his own personality in achieving good staff relationships, he might make a greater effort to be a sympathetic, thoughtful, understanding, enthusiastic, and democratic person.

Keystone No. 2. THE STAFF HELPS TO FORMULATE POLICY

Most principals believe that they should, and to a degree do, share the responsibility of formulating school policies with their staff. I plan to make a "policy survey" by preparing a list of the most important and controversial school policies that are now specifically stated in our Faculty Guide, our Student Handbook, and our other School Bulletins. A list of these policies will be given to each member of our faculty, our student council, and our parent council. The following questions will be asked of each teacher, student, and parent.

1. Which of the policies listed do you feel need revision or improvement?
2. Name other policies practiced in this school which you feel need revision or improvement.
3. What Policy, Problem, or School Need do you feel is most critically in need of improvement and should be considered first?

Names are not to be signed to the answered questions. A small committee from each group will evaluate the results of the answers given. Each group will then decide on a plan of action, based upon these results.

Keystone No. 3. SUPERIOR PERFORMANCE OR CONTRIBUTION IS RECOGNIZED AND COMMENDED

A leading management engineer has said that dynamic leadership must be based upon the fundamental principle of recognition. One of the deepest feelings in human nature is the craving to be appreciated. I plan to use a roster of staff members and check myself to see that each week I visit with each member of the staff informally, as he goes about his job. I shall do much more listening than talking, and at every opportunity, I shall give commendation for jobs well done.

**Keystone No. 5. THE LEADER IS ON THE JOB,
AVAILABLE AND APPROACHABLE**

There is a split-attention type of leader—he looks at you and has his mind on another matter. The jumping-jack type is always on the point of doing something more important. The hat-grasping type hardly finishes a sentence as he goes off to what is likely a multiple destination. Many teachers wish to see the principal in the morning before school starts. I have been guilty, more than once, of not being on the job until 8:15 or 8:20, after many teachers have been to the office and gone to their rooms. At other times, I have gone to the office early, but then I had left to attend to some administrative detail. From now on I plan to be in my office before eight o'clock and remain there available to teachers until everyone is at work on his first job of the morning. When talking with a teacher, I shall not be in a hurry to get away, and I shall try to be a conscientious listener.

**Keystone No. 8. THE STAFF PARTICIPATES IN RECREATIONAL
AND SOCIAL ACTIVITIES**

If staff members are to work together on school problems they must know each other well. Social activities help people to know one another. People who play well together tend to work well together. There has been an interest shown by some men members of our faculty to have get-togethers in one of the gyms. The girls' gym is available on Mondays after 4:00 p.m., so I plan to schedule the gym at that time for all who care to play. Basketball, volleyball, badminton, and ping pong are the games which are available. I also plan to set up a committee of our other faculty members to work with me in planning some kind of faculty social activity for the month of January. If the social activity is successful the faculty may want to select a committee to plan an activity for the month of February. Our practice of having faculty family picnics in the mountains each fall and spring will probably be continued, as they have been very much enjoyed in the past.

Staff relationships are never so good that there is no room for improvement. Relationships must be reasonably good before a principal can hope to succeed in making faculty meetings become effective professional experiences. After checking staff relationships, attention can be given to the plans for holding faculty meetings. Details such as where to meet, when to meet, who should meet, length of meetings, etc., are important matters to consider.

CAREFUL PLANNING NECESSARY

If the main problems or areas of interest on which the faculty wishes to work can be determined far enough in advance, it is desirable to schedule in such a way that groups of teachers working on the

same problem or project may have their free periods at the same time. One year we scheduled free periods on the basis of departmental areas; *i. e.*, Math, Science, English, and Social Studies. Last year they were scheduled on the basis of home room groupings. This year members of a special guidance committee have the same free period scheduled and also teachers who are working on an experimental "block-of-time" program have the same free periods scheduled in order that they may work together during the school day.

For a program which requires an intensive amount of time and energy, and which calls for many after-school and evening meetings, it might be desirable to grant credit. Four years ago all members of our faculty, except two, participated in an over-all curriculum improvement program. At that time, each teacher was required to earn six quarter-hours of credit every three years. Credit for the curriculum improvement program was applied for, and it was granted to everyone who participated.

This year faculty meetings have been, for the most part, the business or administrative type. We have met in a classroom at 3:20 p.m. on Wednesdays. (Students have been dismissed early on Wednesdays at 3:05). Meetings have usually lasted an hour or more. The short questionnaire which I mentioned was given at the last meeting before Christmas vacation. Questions and results follow.

1. Is the business part of a faculty meeting necessary? Answers: 35 said yes; 5 said no.
2. Would it be better to handle the business in some way other than in a general faculty meeting? Answers: 4 said yes; 24 said no; and 12 said no with qualifications.
3. Can faculty meetings become effective professional experiences? Answers: 34 said yes; 1 said no, not at the end of a school day; 5 said no, not without consideration of more time allowance.
4. Should meetings that are planned as effective professional experiences be held at the same time as business meetings? Answers: 10 said yes; 25 said no; 5 said yes, if business is brief.
5. Should meetings planned as professional experiences be compulsory or just for those interested in the problem or topics being discussed? Answers: 14 said compulsory; 26 said for those interested.
6. What would you suggest as to ways of making faculty meetings become effective professional experiences? Answers: I shall not attempt to list the many suggestions that were made. However, based upon the results of the questionnaire and other considerations, I will present to the faculty, for their consideration, the following plans:

1. Day for Meeting—Wednesday
2. Student Dismissal—on Wednesdays—3:05 p.m.
3. Refreshments—3:15 to 3:30 in the Nickel Nook. (The Nickel Nook is a student store recently set up by the student council, where coke, pop, candy, ice-cream, and coffee, are available.)
4. Place of meeting—to be held around tables in the lunch room.
5. Time of meeting—3:30 to last not later than 4:20 p.m.
6. Business Meetings
 - a. Agenda

- (1) All items and announcements for the agenda are due in the office by 2:30 p.m. on Wednesday.
 - (2) Items that concern only a few people will not be placed on the agenda.
 - (3) When practical, announcements will be placed in a bulletin as part of the agenda.
- b. Discussion of business is to be brief and to the point.
7. Other Meetings.
- (1) Meetings planned for other purposes will not be held at the same time as business meetings.
 - (2) Meetings planned for working on problems, policies, etc., will be for those teachers who are interested in the subject.

SUMMARY

I repeat, staff relationships must be reasonably good before a principal can hope to succeed in making faculty meetings become effective professional experiences. I have outlined some definite plans which I hope to carry out in an effort to improve our staff relationships.

Desirable plans for holding faculty meetings are essential, if meetings are to be effective. I have outlined a plan to present to the faculty for their consideration.

Even with good staff relationship and well laid plans for holding faculty meetings, effective experiences can come only from group action. The "policy survey," as outlined under Keystone #2, should result in a plan of action determined by the three groups involved—students, faculty and parents. If you and I, as principals, expect to provide leadership for this plan of action, it is essential for us to study and well understand the techniques of group dynamics.

In this paper, I was asked to present ways in which faculty meetings could become effective professional experiences. I believe that the simple plans which I have outlined will produce some desirable results. However, I feel sure we shall hear some other answers to this problem in the discussion which is to follow.

See the April, 1952, issue of THE BULLETIN
for the balance of the Proceedings of this
Thirty-sixth Annual Convention of the NASSP.

Group II (Tuesday)—TOPIC: How May Guidance Be Effective in the Junior High School?

CHAIRMAN: J. Wendell Yeo, Dean, School of Education, Boston University, Boston, Massachusetts

INTERROGATORS AND CONSULTANTS:

Mrs. Obziene M. Walker, Principal, Banneker Junior High School, Washington, D. C.

Melvin Voxland, Principal, Rochester Junior High School, Rochester, Minnesota

**HOW MAY GUIDANCE BE EFFECTIVE IN
THE JUNIOR HIGH SCHOOL?**

GLENN E. BURNETTE

THE junior high school, through its exploration program for adolescent youth, is in the key position in the educational ladder to offer effective guidance services to youth. The guidance program must be clearly defined in order to make its application uniform yet remain flexible enough to allow for new ideas and changing concepts and conditions. To be effective the program must be an outgrowth of the needs of the youth in the community and definitely not a program borrowed from some other school, a high school or a college.

Once the guidance program is defined and the services established the effectiveness of the program will depend upon the principal's ability to administer the program. It has been said that you can teach a child only that which you can adequately convince him he should learn. So it is with guidance services, the effectiveness depends upon the leadership of the principal and the ability of the staff to make use of the equipment and guidance devices that are provided. The administrators may supply the necessary guidance devices, allow teachers released time for guidance and counseling, and yet fail to produce an effective program because the faculty has not been adequately convinced or informed of the importance of the program.

So in planning a guidance program or services for your school, plan it jointly with your faculty; take them along with your planning and incorporate their ideas into the program.

HOME QUALIFIED COUNSELORS

To be effective the guidance program should not be directed by a few specialists, but must be carried on by the entire teaching staff. Certainly each staff member would be limited by his training and ex-

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perience, but each individual contribution to the guidance program strengthens the program and offers an additional area for further exploration. The results obtained from subject teachers and home-room sponsors should be turned over to specialists, who, through special training and background, are prepared to direct the program, analyzing the information and counseling individuals. Frequently, subject teachers, with some training in guidance, do excellent work through special projects in the classroom. In many cases, such programs are not called "guidance" but do a very fine job and gain excellent results. An example of this in our school is an eighth-grade English class project of writing autobiographies. The pupils are given an outline to follow in writing the autobiography. Such things as place of birth, family history, school experiences, friends, subjects liked and disliked, and interests and future educational plans are suggested. The teacher asks that a finished inked copy be handed in. These copies are read carefully but not corrected or graded. The teacher writes comments upon various statements in the autobiography and makes suggestions which might be helpful in their plans or problems. Pupils are invited to make an appointment with the teacher if they would like to discuss some problem mentioned in the autobiography. This invitation the past years has resulted in the teacher holding personal conferences with more than sixty per cent of her class. This type of program is functional and effective.

AVOID MAKING DECISIONS FOR YOUTH

To be successful, the guidance program should be careful to avoid making decisions for youth or influencing decisions through inaccurate or incomplete information. It is important that all teachers understand the value of the subjects taught in the school. It is important that information regarding colleges and college entrance be accurate and up to date. Test results are very damaging when interrupted by amateurs as in the type of counseling that gives the pupils answers to their problems rather than helping them find the answers for themselves. It is the administrator's responsibility to see that such situations do not occur.

PROVIDE EDUCATIONAL INFORMATION

An effective guidance program must provide an opportunity for educational guidance in all areas. Students must be prepared in junior high school to make many important decisions regarding their present and future educational plans. The guidance services should assist students in selecting elective subjects, in a choice of extracurricular activities, in understanding the school policies and rules, and in understanding the importance of success in school work.

An orientation program for all students is an important part of a complete guidance program. In our school approximately half of the

students are new each year and the others have moved into new situations in which they need additional counseling. The orientation program is carried out through home rooms and through the social studies classes. The student handbook, teachers manual, and the annual report are used as source material for the orientation program. Some orientation to junior high school must be provided before pupils leave the elementary school. This is done by visits to elementary schools by the principal and by having the sixth-grade pupils spend a day or part of a day visiting classes at the junior high school. A day could be set aside each year for rural pupils from outside the district to visit the school. The orientation program should include instructions on the customs and traditions of the school, extracurricular activities, administrative organization and policies, rules and regulations, home rooms and the school government, the educational program, and ways to become acquainted with other pupils and teachers.

The guidance program should concern itself with the pupil's educational future. The program should provide means to discover and try out pupils' educational aptitudes and interests and to acquaint the pupils with educational opportunities beyond the junior high school.

PROVIDE WORK EXPERIENCE

In our school we create considerable interest in this phase of the guidance program by co-ordinating it with a work experience program in the ninth-grade social studies program. In other words, we make use of a simplified vocations program in the ninth grade to give some vocational guidance which in turn assists us in doing a better job in the field of educational guidance.

The ninth-grade social studies course has a vocations unit which enables ninth-grade pupils to work in a place of business for two weeks to gain actual work experience. Students select their own type of job or place of business and, as nearly as possible, they are placed according to their choices.

Daily reports are filed by the students and a final report of the entire two-weeks work experience is written by each student. Follow-up study and discussion lead to a study of certain occupations and professions according to interests discovered through the work experience or brought out through interest tests. This study leads into a study of educational requirements, high-school courses required for college entrance, and the type of college to consider in preparing for this particular occupation or profession. This unit leads into the pre-enrollment program at which time the complete high-school program is planned.

HELP SOLVE CIVIC AND SOCIAL PROBLEMS

The guidance program should provide services to assist pupils with social and civic problems. Through the home-room programs, the

problems of boy and girl relations, of social and economic status, and of appearance and dress can be handled very satisfactorily. Through the home room, the area of recreational guidance can be best handled. The need for guidance in the recreational and leisure-time activities is very acute in the junior high school. Clubs, intramural games; athletics, pupils assistance in planning activities, and class or home-room parties are devices to be used in assisting pupils to become adjusted socially.

MAINTAIN UP-TO-DATE RECORDS

An effective guidance program must provide a means for keeping complete and up-to-date data about individual pupils. The record should include such items as: scholastic record, test results, previous school records, pupils background, extracurricular activities or interest, elected offices, teacher opinions, autobiography, health record, and future educational plans. The pupil records should be readily accessible to all teachers. Home-room sponsors should be charged with the responsibility of keeping the record of those pupils assigned to them complete and up to date.

Data for the accumulative record could be obtained through the home room, group testing, class work, group counseling, individual counseling, and home visits. Home visits are arranged in many schools and are proving to be a valuable aid to better teacher-pupil understanding and better home and school relations.

Individual counseling is the most difficult part of the guidance services. A good guidance program should have a place for home-room sponsors to do individual counseling and a place for the guidance director to do individual and group counseling without interrupting some other phase of the school program. In order for sponsors to do individual counseling, the program should provide free time during the day for each sponsor and regularly scheduled counseling periods for home-room groups.

PROSPECTS IN THE FUTURE

Guidance services in the junior high schools are improving rapidly. The administration of a guidance program and in-service training for teachers becomes less difficult because more and more teachers are becoming qualified to assist with the guidance services. The guidance programs in the junior high schools of America will improve and become more effective as a result of the increased training in guidance being offered to prospective teachers in our colleges today. Junior high-school administrators can assist in the improvement of guidance services by supporting the college programs and by insisting that new staff members have some training in the field of guidance.

In the final analysis, the most important requirement for an effective guidance program is an administrator who has had training in

guidance, who believes in such a program, and who has the courage to see it through.

HOW MAY GUIDANCE BE EFFECTIVE IN THE JUNIOR HIGH SCHOOL?

A. L. THOMASSON

THIS is a report of an effort by an entire teaching staff to improve guidance in a junior high school. The school concerned is the Champaign Junior High School, located at Champaign, Illinois; it is a three-year organization, including grades seven, eight, and nine. It has an enrollment of nine hundred and seventy-five pupils who come from all strata of society, representing many kinds of background and social behavior. The teaching staff consists of forty-four members.

Some four years ago, the faculty of the school was invited to participate, along with the faculty of our senior high school, in the Illinois Secondary-School Curriculum Program—a study which was and still is sponsored jointly by the Illinois Secondary-School Principals Association, the State Department of Education, and the University of Illinois. The decision as to what phase of the curriculum to be studied was left to the faculties of the schools concerned. After some consideration the unanimous choice was guidance.

In the study which followed rather intensively for a period of two years, the services of a consulting team made up of specialist in guidance from a number of colleges, universities, and public school systems were made available to us. This group of specialists met with our teaching staff frequently during the first two years of the study. During the last two years, it has met with our central guidance committee twice a year.

Although for many years prior to the beginning of the study numerous excellent guidance services were available in our school system, it was felt that guidance was in need of improvement if we were to serve effectively all youth. In some cases teaching was too subject-centered. The pupil, as a single personality, with his own peculiar problems, was likely to be overlooked, except in relation to achievement in the subjects studied. Too many teachers considered themselves to be subject matter specialists instead of specialists in child development. Therefore, our greatest need at the beginning seemed to be a study by our entire teaching staff for the purpose, in part, of acquiring a guidance point of view in which the welfare of each pupil would be uppermost. It seemed highly desirable to have this study all-inclusive

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so far as our faculty was concerned. The formulation of our guidance program with its numerous services would be for later consideration. We hoped to be able eventually to work out a program which we could recommend to our board of education for adoption.

ORGANIZING A STUDY PROJECT

As a beginning of the study in the junior high school, a guidance committee was appointed by the principal in the spring of 1948. This committee was composed of the assistant principal as chairman, a teacher who served part time as a counselor, a teacher who was in charge of the school's testing programs, and a regular class teacher. Bi-weekly faculty meetings for the remainder of the year were planned around guidance as a central theme. Guidance films, specialists in the field as speakers, and panel discussions by faculty members were features of these meetings. In the library a special shelf for teachers was stocked with professional books on guidance. Representatives from the faculty were sent to two state conferences on guidance.

These steps indicate a slow start. It was slow intentionally. We could not be in a hurry because the objective was a new point of view on the part of all of our teachers. Such things do not usually develop quickly. However, at the beginning of the next year, the entire faculty was ready to respond to an invitation to volunteer to serve on guidance subcommittees for the purpose of studying certain areas in the field of guidance. Three such subcommittees were organized, and they held several meetings during the first semester of the year. One committee explored the various schools of thought in the field of guidance; a second prepared a statement of philosophy and aims, which later was presented to and adopted by the faculty groups; and the third committee dealt with evaluative standards. The selection of these areas for study was an outgrowth of a meeting with our project consultants in May, 1948.

By the beginning of the second semester of the second year of the study and after reports had been received from the three subcommittees, our staffs felt that they were ready to proceed toward defining certain basic concepts and formulating specific goals. Later, all schools, secondary and elementary, co-operated in developing and promoting guidance in the entire system. After many meetings it was generally agreed that, if guidance were to be effective in the Champaign Schools, the following basic concepts must be accepted:

1. Guidance must be continuous, extending from pre-school through placement and follow-up services.
2. It must be provided for all pupils, not just for "problem" cases, and it should emphasize the preventive rather than the curative.
3. It must be pervasive throughout the school, not only in the personnel services themselves, but also in the curriculum, including extra-class activities.

4. The program of guidance must provide both group and individual services, with special emphasis on individual counseling.
5. Counseling must not be interpreted as giving advice, but as helping the individual, through his own efforts, to understand his problems, to reach effective solutions, and to grow in ability to grasp and handle life situations. It must not be associated with administrative and disciplinary duties.
6. Guidance must have as its underlying purpose increasing the self-reliance of the pupil and helping him toward mature self-direction.
7. The primary responsibility for establishing and supervising a successful program of guidance rests on the administration.
8. The program of guidance must have adequate time and space, well-planned administrative arrangements, and well-trained and carefully selected personnel.
9. Guidance must be regarded by both teachers and administrators as an integral and essential part of the school.
10. It must provide for the assembling and using of accurate data concerning all pupils.
11. It must encourage the continuous adjustment of the school curriculum, procedures, and activities to meet the needs of the individual pupils.
12. It must carry on an adequate evaluation of its activities.
13. The success of the program of guidance can be assured only through a spirit of enthusiastic co-operation on the part of administrators, guidance personnel, teachers, pupils, parents, and community.

Likewise, it was agreed that, if our program of guidance were to be a vital and functioning part of our school, definite progress must be made toward helping the pupil achieve maximum adjustment and self-development at every level of his school life; aiding him in taking successfully the next step in his life, especially the step from pre-school to school, from elementary to junior high school, from junior high school to senior high school, and from senior high school to college or vocation; and aiding him in evaluating his own abilities, interests, needs, opportunities, and responsibilities to himself and society, and in confidently accepting and utilizing this knowledge for enriched living and service. It must develop respect for all types of endeavor that contribute to the common good, and it should help develop a total school program which will be creative and directive rather than remedial and corrective.

Just as important as an agreement upon these concepts and goals was the uniform opinion held by the members of our staff that in reality guidance cannot be divorced from good teaching; that good teachers are good counselors and good teaching results in good guidance; that guidance is not a function which may be delegated to a few specialists, as it is inherent in the nature of education itself; that every teacher must be a counselor of boys and girls, concerned more about the growth and adjustment of personalities than in the mechanics of subject mastery. Such a point of view does not infer that there is no need for guidance specialists; the pupil is entitled to all of the services which can be made available to him.

FEATURES OF THE PROGRAM

By the end of the second year, a program based upon these concepts and directed toward a realization of our goals, had been formulated and accepted by the faculties of all schools concerned. Therefore, the remainder of this presentation will be discussion of some of the features of the program which was agreed upon during the study period just described, and which has now been in operation for more than two years.

Before proceeding further with the presentation, it should be emphasized that there is full realization of the many short-comings of guidance in our schools. We have barely made a beginning in what we hope to develop. The greatest single result of our study was the new viewpoint developed among our teachers. This resulted from one hundred per cent participation in a study, under expert outside guidance which did not push us too fast. Many of our guidance practices are what they were before the study, but there is now a new interest and increased vigor, which give genuine substance to our efforts.

The overall plan for the school system as a whole provides for a central guidance committee with representatives from parents, students, and elementary, junior, and senior high-school teachers. This committee serves as a directing and co-ordinating unit. It is responsible to the superintendent of schools. Serving under the Central Committee and with representatives on it is a junior high-school guidance committee. The personnel of this committee consists of the principal, the vice-principal, three counselors, two teachers who are not counselors, two pupils, two parents chosen by the Parent-Teacher Association, and the librarian. The committee meets regularly once a month. The duties and responsibilities of the committee are:

1. To plan for administering the testing program
2. To plan pre-admission activities
3. To suggest ways of improving the curriculum, including extraclass activities
4. To plan group guidance activities for home rooms
5. To plan ways of improving the educational and vocational guidance services
6. To plan for better placement and follow-up services
7. To plan devices and studies for evaluating the guidance program

In the junior high school there are six counselors, a man and a woman for each grade. These people devote half of their working day to counseling. One of them has additional time for directing the school's testing program. Other personnel includes a psychologist and a social worker, the Community Welfare Agency case workers, the University of Illinois Guidance Clinic, and the Public Health Department.

In general, guidance in the school may be described as it is related directly to single individuals and as it concerns groups of individuals. Of course, as already implied, the entire teaching staff participates in individual guidance. There is continuous informal

counseling by classroom teachers, just as there should be in any good school situation. Formal counseling is done by the six counselors. Each pupil is called in at least once a semester for a conference, and many pupils have several periods each year with their counselor. Pupils are encouraged to seek conferences and many of them take advantage of this opportunity. Pupils understand that counselors are their particular friends to whom they may take their personal problems. In this school, counselors in no sense act as disciplinarians. Problems of a confidential nature are matters for only the counselor and the pupil concerned. It is felt that the desired counselor-counselee relationship is not likely to be developed if the pupil feels that he may be punished by the counselor, or that punishment is likely to be the result of his conference with the counselor. Supplementing the work of the counselor are the services of the school psychologist and social workers. Occasionally, cases are referred to the Guidance Clinic at the University of Illinois.

It should be emphasized that the persons who assume first responsibility in the child's developmental program are the home-room and classroom teachers. Other services are supplemental to the work of these key people. In special problem cases, when help is needed by the teacher, the order of referral is teacher-counselor-principal-social worker or psychologist-Guidance Clinic. Help from any or all of these sources may be secured.

Any teacher or counselor may ask for a staff conference in order that the collective counsel of all teachers of the pupil, as well as that of his particular counselor and other specialists, may be available. Such a conference may result in an adjustment of the pupil's school program. In some cases, talks with parents may follow.

As a part of the adjustment program, follow-up studies of drop-outs are made. When pupils withdraw for any reason, they are asked to fill out a questionnaire designed to give, in the case of pupils who want to quit school, a picture of his reactions to a number of important factors, which may be used to advantage by the school in dealing with other pupils, as well as with the pupil directly concerned.

In all cases of individual guidance, an effort at relatively complete analysis and study of the person is made. Such a study encompasses personality problems, home environment, subject-matter difficulties, relationships with other pupils, physical and health factors, general intelligence, and the like.

In addition to individual guidance, much effective work can be done with groups of pupils. In our school the seventh grade devotes one period a week to guidance in the home room. A committee outlines a list of suggested topics for discussion during the year. For the most part, these discussions are for orientation purposes designed to bring about an easier and more effective adjustment to the junior high school. In the eighth and ninth grades, home-room guidance

periods are alternated with pupil forum. Forums are very popular among the pupils because, through this medium, pupils have an opportunity to discuss, under pupil leadership, subjects of interest to them—subjects which have been selected by a pupil-teacher forum committee. For instance, such subjects as "How to be Popular," "Dating," and the "Dope on Football" have been discussed.

During certain periods of the year, guidance in the selection of elective subjects is given in the home room or class groups. Several periods are devoted to this form of educational guidance in the eighth and ninth grades. Furthermore, numerous exploratory subjects, such as general language, industrial arts, commerce, and the like, are in reality group guidance courses. Special interest or hobby type clubs which meet one period a week constitute another kind of group guidance. Some thirty or forty clubs are offered. Membership is voluntary, and any club desired by a number of pupils may be offered, provided that, in the opinion of the club committee, it can be justified as a desirable school activity. About ninety-five per cent of the pupils belong to a special interest club.

Group, as well as individual guidance, takes place in a number of service clubs which constitute units of the pupil-participation-in-government plan. Some of these groups are the student council, with elected representatives from each home room; the monitors, who assist with indoor traffic; the library staff, whose members follow a work schedule in helping the librarian operate the library; the bureau of decoration, which takes care of the art needs of various units, by preparing posters and by helping with stage scenery; and the declamation bureau, the members of which conduct assembly programs, participate in radio programs, and, from time to time, make announcements and pep talks to various groups. Other service groups are the publication staffs, the Junior Red Cross, the F.H.A. and the Lost and Found Club.

The various social functions sponsored by the school are media of effective group guidance. In addition to home-room and club parties, picnics, hops, and the like, all of which are day-time affairs, there are five night events. A combination party and dance for each of the three grades and two all-school dances are sponsored. Parents, teachers, and pupils plan these activities, and they are directed and supervised by teachers and parents. Dating, formal dress, corsages, and the like are discouraged.

Another form of group guidance is the orientation plan for the seventh grade and for transferees in the eighth and ninth grades. This program starts in the late spring while incoming seventh-grade pupils are still in the sixth-grade buildings. It continues in the fall and throughout the year. In the spring, the procedure is as follows:

1. A two weeks visitation schedule is announced in which a day is provided for the pupils of each sixth-grade group to come to junior high with their teacher. The visitors are divided into small groups and each assigned to a home-room section where big brothers and

- sisters are appointed to assist each guest as he or she travels from room to room, following the home-room group's schedule for the day.
2. A special bulletin of information is prepared and distributed to each sixth-grade visitor for study and discussion with his own teacher when he returns to his elementary room.
 3. On the day of visitation, a conference between the sixth-grade teacher and junior high seventh-grade counselors is held. Helpful suggestions by the sixth-grade teachers are passed on to the junior high school.
 4. Individual personnel records with information accumulated since first grade are sent from the elementary schools to the junior high school.
 5. A special program for parents of incoming seventh-grade pupils is held by the PTA in May. At this meeting, the program of studies for seventh-grade pupils is explained and questions answered.

In the fall, when pupils enter the junior high school, the plan includes the following activities and procedures:

1. Pupils are assigned in groups to their home-room teacher for a block of time amounting to about forty per cent of the school day. English and social science are usually taught during this period.
2. Individual class schedules are so constructed that the pupil is always with members of his home room and passes with them as a group in going to the different rooms for classes. Boys and girls are separated only for industrial arts, physical education, and home economics classes.
3. Carefully planned home-room programs with topics on school adjustment problems, to which reference has already been made, are held weekly in the home room.
4. Grade counselors counsel each pupil as early in the semester as possible and assist in helping the pupil overcome adjustment difficulties.
5. Weekly orientation parties, mixers, and discussion meetings are held in which the entire grade group with home-room teachers meet in the gymnasium during the activity period.
6. Pupils are restricted on the seventh-grade level in participation in extraclass activities during the first semester. They are introduced to the various types of activities, and they hear from student representatives of these groups during their weekly orientation meetings, but they do not become members until the second semester when adjustment is more complete.
7. The seventh-grade counselors have night meetings with groups of seventh-grade parents. The parents of two home-room groups per night are scheduled. Parents are sent special invitations to be present. Informal discussion takes place; they have been well received by parents. Incidentally, this same plan is followed in the eighth and ninth grades.

By the end of the first semester pupils are usually well orientated and enthusiastic and loyal junior high-school pupils. They are absorbed into the regular pattern of the school routine through individual counseling, informal interviews, testing, and group guidance. A constant and continuing lookout is maintained and help tendered at any point when the pupil shows signs of emotional or other upset causing deviation in behavior or attitude.

Another feature which is provided in our school is a special period at the end of the regular school day for individual and small

group guidance. A pupil may request help at this time, or he may be asked to remain. In such an event, he understands that his school day is not over until the end of the extra period. This hour provides an excellent opportunity for the pupil to have extra help and counsel from his teachers.

Of great importance in guidance is the testing program. A number of diagnostic, aptitude, mental, and achievement tests are given. Results are recorded and placed in the pupils cumulative folder, along with various kinds of other pertinent information, which is used by administrators, teachers, and counselors in evaluating the pupil's progress, abilities, interests, and the like. These records are easily accessible to all teachers. Our entire staff is currently using them in a school-wide study of the slow learner. As a start in this project, each home-room teacher has compiled a list of the names of pupils in her home room with an IQ of 90 or less. From these lists, a master sheet, of alphabetically arranged names of all pupils in the school who fall in this category, has been made and distributed to teachers. Each classroom teacher is writing an appraisal of all such pupils who are in her classes. Among other information, there is a statement of experiences which each teacher has had with any of these pupils whom she teaches. A committee is attempting to analyze these data in an effort to discover any approach or pattern that may be useful in our guidance efforts toward such pupils.

These are some of the features of guidance as we now practice them. We realize that we have barely scratched the surface, but, as we continue in our profession of teaching, striving to serve youth, we hope to approach more nearly our goal, which is helping boys and girls reach the highest of which they may become capable in their growth toward mature citizenship. In directing this growth of the child toward a life that will be socially desirable, as well as personally satisfying, the school and each individual teacher must use every resource that can be made available. This is guidance; it is teaching; it is the substance of education.

**See the April, 1952, issue of THE BULLETIN
for the balance of the Proceedings of this
Thirty-sixth Annual Convention of the NASSP.**

Group III (Tuesday)—TOPIC: What Is the Function of the Student Council in the Secondary School?

CHAIRMAN: *D. C. Burger*, Principal, Wheaton Community High School, Wheaton, Illinois.

INTERROGATORS AND CONSULTANTS:

Elton L. Jones, Supervising Principal, Ocala Public Schools, Ocala, Florida

Harold A. Odell, Principal, Princeton High School, Princeton, New Jersey

WHAT IS THE FUNCTION OF THE STUDENT COUNCIL IN THE SECONDARY SCHOOL?

JAMES H. JOHNSON

THIS topic was discussed last year at our convention in New York City in a very capable manner by Mr. Van Pool and Mr. George Mathes of the supervisory staff of the Denver public schools. In addition, a pamphlet containing their remarks was distributed by this association for use throughout the United States. Therefore, it would seem a waste of time to be repetitious in our attack on this problem. Mr. Van Pool and I have decided that we will be more specific in our approach to the functions of the student council.

A student council varies with the administration and faculty of each individual school. We have ineffective, weak organizations existing in name only dominated by the authoritarian administrator; at the other extreme we have groups who attempt to run everybody and everything including the staff and principal. In my judgement neither is a student council as we should know it. The picture of a group of boys and girls, representing all the students and working co-operatively with the faculty and administration for the improvement of the school and development of leadership, character, and maturity of the students, is an ideal picture of our modern student council.

An effective student council can do much to aid in the operation of any secondary school. A wise principal will see that a capable sponsor is selected and will grant to the student council as much authority as it will accept responsibility for. This is a broad statement, yet in practice it works out well. Responsibility and authority go hand in hand; they are inseparable.

When I was asked by Dr. Elicker if I wouldn't participate in this program and discuss student councils, I asked our student council

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president and several student leaders to stop in at the office for a discussion of the problem. I asked them what they felt their functions were and to list them in order of importance. Many ideas and attitudes were banded about and out of the discussion four major functions were seen as being of fundamental importance to the working of a good council. There are more and broader fields, but, as I stated previously, we have decided to narrow our discussion so as not to be repetitious of last year. These four functions that my students came up with are:

1. Providing leadership and citizenship training.
2. Developing student participation in school government.
3. Encouraging student-faculty co-operation.
4. Promoting good student attitudes and school spirit.

These are certainly the backbone of any effective council setup. Mr. Van Pool had already informed me that he was going to discuss topic one, providing leadership and citizenship training. I would like to dwell briefly on the other three.

DEVELOPING STUDENT PARTICIPATION

Encouraging student participation in school government is a valuable experience. Here the techniques of our democratic way of life are explored and developed. The machinery of elections are set up and used, parliamentary procedure is dusted off and absorbed.

Basically, a simple, clear, and effective constitution must be written that will serve as a firm foundation upon which to build an effective council. All students must have a voice in selection of candidates and a method of being heard before the group. Every attempt must be made to elect persons who are qualified to the council. This is an aspect of great importance in our educational system for the habits formed here should carry over to adult life. Certainly we adults cannot point with pride to many of the men we have elected to offices of public trust and responsibility.

I would like to recommend that elections for major officers be held in the spring of the year so that the summer may be used for planning and preparation for the new year. Also it is then possible for organized campaigns to be carried out with banners, speeches, loudspeakers, and appeals to the voters in true platform style. This is democracy in action and, if supervised properly, enhances the prestige of the council and council members. The council must become the voice of the student body, not a closed corporation.

STUDENT-FACULTY CO-OPERATION

From my position as a secondary-school administrator, I believe that one of the most valuable contributions and functions of a Council is in the area of co-operation between students and faculty.

The attitude and philosophy of a school is reflected in a large measure by the kind of administration it has. If the attitudes repre-

sented are those of an autocratic style, co-operation for an effective student council is difficult. There are schools, unfortunately, in this country that are headed by this type of leadership. These schools do not possess a student council except in name only. Its students can not develop the training for citizenship they should have.

Fortunately, I believe that this attitude is rapidly becoming a thing of the past. Our schools are becoming democratic in their outlook with the principal serving as a co-ordinator and leader rather than as a director. Under this type of administration, the first ring in the chain of co-operation can be achieved. The faculty sponsor of the student council is usually appointed or selected with the approval of the principal. This is an important step in the relationship of the faculty and students for his or her guidance and understanding play a basic part in the philosophy of this activity.

The students must have confidence in the administration and an understanding of its problems. An administration can delegate as much authority as students will accept responsibility for. But the final voice of responsibility rests with the principal by law. This can in no way be delegated. A proper understanding of the relationship of the administration with the students is necessary. When both know what the other group can and cannot do, then there is a common ground upon which the basis for co-operation, understanding, and mutual respect can be built. The foundation for a good student council must be solidly and firmly built. Proper relationship with the administration is an important link in this chain.

The second link in this series that we are talking about is the relationship between the student council and the faculty. It is difficult to say which link is most important, for all are so necessary. Teachers and students have very close contact, a contact that can and should be friendly and stimulating. Every effort should be made by the council to be sure that the faculty knows of their objectives, aims, and achievements. In too many schools the faculty as a group is hardly aware of student council activities, except when it occasionally affects them. There should be a constant awareness at all times that the activities of the council affect all the pupils and all teachers—if not in an actual sense, at least in an educational sense.

Every teacher in the system can aid in making the cause more effective, but only if there is a close working agreement between students and teachers. There should be joint committees of both to discuss the problems that are mutual. Membership should rotate so as many faculty members as possible have an opportunity to sit in on some problems each year. In this way faculty and student relationship will improve and become a real team with each group aware of the problems confronting the other. One of the real purposes of student councils, that of improving personnel relationships, will solve itself automatically.

Especially in our larger schools, there are many students who serve on the council who are not known to all teachers and teachers who are not known to all students. Efforts should be made to correct this situation by use of the assembly program or social affairs that will integrate all personnel that should be involved. It is often said in the business world that more business transactions are handled over the coffee cup and on the golf course than in the office. The same principle of human nature can be applied to the relationships between the faculty and the student council. And both groups will profit immensely by such social intercourse.

This second link then must be molded by a joint effort of teachers and council. A knowledge of each other's problems will tend to melt away friction that might arise and co-operation will take its place.

SCHOOL SPIRIT

If co-operation between the staff and the council is to be a success, then a healthy attitude toward the council must be had by all students. One depends upon the other.

A student council must represent all the students at all times, not just a few special interests. Efforts must be made to bring to the students the results of council meetings. Time must be made available for these reports and periodic assemblies sponsored by the council can dramatize problems and their solutions to the students. A council must have the respect of the students so that the best leadership is elected to the group. Then this group must use that leadership for the benefit of the entire school. It follows that effective use of the time allowed will bring completion of the third link in the chain.

Co-operation is a keynote to success of the student council. The relationships between this group and the staff must be friendly, understanding, and unselfish.

The third major function I would like to dwell upon is the promotion of student attitudes and creation of good school spirit. It is often stated that one can "feel" the atmosphere of a school by merely walking in the building. In many respects this is true. We have all been in buildings where warm, friendly greetings were given by both students and faculty. And also we have experienced a cold and aloof, almost frosty, attitude on the part of its inhabitants. The student council can do much in determining the attitudes and improve the spirit of a school.

School spirit does not necessarily mean lots of noise at athletic contests. It has far greater significance. The healthy mental atmosphere of the student body, its friendliness and warmth, its enthusiasm and energy are all a part. It is the determination on the part of the students and faculty to make their school "tops" in anything they undertake. It should manifest itself in the classroom as much as any place—in fact, school spirit is everywhere.

The council can, by its prestige and leadership, encourage all students to participate in the many activities of the school. When a boy or a girl takes pride in the work that is being done, they reflect a healthy attitude. The council can focus the spotlight of attention on the worthwhile projects that abound in any school. A good public relations program creates school spirit. When these attitudes are present then disciplinary problems practically disappear. From a selfish point of view we principals cannot afford anything but the finest spirit.

The student council can be the finest piece of machinery and best educational feature of your school. With guidance and proper motivation, with help and encouragement, with tolerance and understanding your student council will become the foundation of training for leadership in the world of tomorrow. Your boys and girls will be better men and women because of it, trained and dedicated to the democratic way of life.

WHAT IS THE FUNCTION OF THE STUDENT COUNCIL IN THE SECONDARY SCHOOL?

GERALD M. VAN POOL

NUMEROUS chapters in textbooks and dozens of magazine articles have been written on the function of the student council in the secondary school. I have been responsible for some of the chapters and some of the articles and so it is a little difficult for me to state, or re-state what has been said by so many people and in so many ways. Last year, George Mathes, of Denver, and I were on this same program and at that time it seemed to me that Mathes neatly divided the work and responsibilities of the student council into these five logical areas:¹

1. Citizenship Education
2. Student Government
3. Co-Curricular Activities
4. School Administration
5. The Curriculum

It does not seem reasonable for me to go over the same material again, even though it is sound and sensible, so I shall concern myself in this address with only the first phase of student council work: Citizenship Education.

It has long been my contention that, no matter what else a student council does or tries to do, its first concern should be the teaching of citizenship. The student council may keep the halls clean, punish

¹THE BULLETIN of the National Association of Secondary-School Principals, March, 1951, pps. 221-226.

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traffic offenders, buy an electric score board, run the activities program, operate the Lost and Found Department and do the scores of other things which student councils all over the country are doing regularly, every day of the year. But to all of these activities we must apply some unit of measurement—some criterion by which these activities may be judged and evaluated. The criterion I am suggesting is this question: Does this activity contribute to the citizenship education of the student?

Kelley says, "The most important thing about any person is his attitude toward other people."² One of the great claims for the superiority of American citizenship is the fact that, here in America, we do claim to have high regard for other people. A man cannot be a good citizen unless he does think occasionally of others and has made some contribution to the improvement of their welfare. If there were no other people around, then a man would have no need to consider the needs of others; there would be no need for him to be a good citizen. It is only because we live in a social world, a world which is inhabited by others, that we must begin to think of others and of their rights as well as our own. This is part of the business of being a good citizen: thinking about and being concerned with the rights which others may have. Kelley is correct then, when he maintains that our attitude about others will color every action: that what we think about other people will determine what our own actions will be.

Education in general ought to teach us something about "social consciousness", that condition of mind or spirit which impels us to do things for other people because we are concerned about them. Education in general ought to teach us that we are not and cannot be good citizens unless and until we are ready to help others and to grant to them the same rights and privileges which we assume for ourselves. The student council, in particular, ought to teach our students these precepts. The student council ought to provide enough real-life situations, right in the school, so that the student will have an opportunity to experience the feeling of being a good citizen. In other words, as I have said and written on many other occasions, the student council should provide the student with an opportunity to learn how to be a good citizen by doing the things which a good citizen does.

The student council has been called a laboratory of citizenship; an organization providing actual opportunities for students to engage in purposeful citizenship activities. As a laboratory, it can and should provide opportunities for students to:

1. Evaluate candidates in school elections
2. Vote for the candidate of their choice
3. Evaluate school platforms and promises in a student election
4. Participate in school election campaigns
5. Run for office

²Earl C. Kelley, *The Workshop Way of Learning*, Harper and Brothers, New York, p. 4.

6. Serve as students' elected representative
7. Learn to abide by decisions of majority
8. Co-operate on common problems
9. Study, write, and work under a constitution
10. Abide by written rules
11. Conduct business in an orderly fashion
12. Use correct parliamentary procedure
13. Manifest an interest in school and civic affairs
14. Learn consideration for the opinions and rights of others
15. Speak in public
16. Assist in making investigations and reporting on them
17. Contact school and civic leaders
18. Develop imagination, resourcefulness, and initiative

It is generally agreed that one of the best ways to learn to do anything is to do it; one of the best ways to learn about governing is to have some share in governing. The student council, as a laboratory of citizenship, ought to provide an opportunity for students to do those things which they will be called upon to do as useful citizens of a representative democracy. No one school will be able to provide every student with enough experiences in government so that he can have some background in every civic situation; no school can hope to set up any kind of program to train adequately for everything which a well-equipped citizen may reasonably expect to encounter. The school can, and should, however, endeavor to organize a citizenship training program through the student council so that as many students as possible will have had at least *some* experience in government. Quite obviously, some students will have more governmental experience than others; some will react differently from others; and, as in life, it is quite possible that some will show little or no interest in the program at all.

Dr. Robert L. Cooley, founder and for many years director of the justly famous Milwaukee Vocational School, often said, "You can't order a state of mind." He explained that we might get temporary results by ordering and commanding people to be good and to do right but that we will never achieve real progress and a really concerned citizenry unless the people are good citizens because they *want* to be. Control that comes from without—possibly through force—is never very effectual or very lasting. The only *real* control is the control that comes from within. People will not be educated unless they *want* to be educated; people will not be law-abiding unless they *want* to be law-abiding; and people will not be good citizens unless they really *want* to be. It would be futile for anyone to order them to have that state of mind which would require them to behave like good citizens. "You cannot order a state of mind."

The student council, then, is a device for the encouragement of young people to take part in government while they are still in school. It is, as a laboratory of citizenship, a school organization making adequate provision for all students to participate in many types of school activities. It provides them with the opportunity to actually

work at the business of being a good citizen. Thus, it is hoped at least, students will feel that the school is theirs because they have a part in its management and control. And because the school is theirs, they will take more interest in it and its activities; as good school citizens, they do not need to be told to be good citizens. In a truly democratic, functioning student council, comprising the entire school, and making provision for some kind of activity for everyone, students will be good citizens because they want to be and not because they are forced to be. This is the most important contribution of the student council in the secondary school.

Kelley said, "The most important thing about any person is his attitude toward other people." The good citizen will have an entirely different attitude toward people than will the poor citizen. In these troubled and perplexed times, as we are surrounded by accounts of corruption in high and low places, perhaps what we need more than almost anything else is a new delineation of what citizenship means; a new evaluation of what our duties, as good citizens, are. If the student council can have any part in making all of us more cognizant of our moral responsibilities as well as our legal rights and can do anything at all which will help to develop within each of us that feeling of social-consciousness that is so necessary for the preservation of our kind of government, then it will have repaid in more than full measure all of the time, labor, money, and patience we have expended in its behalf.

Group IV (Tuesday)—TOPIC: How Extensive an Activity Program in the Junior High School?

CHAIRMAN: *Charles F. Allen*, Executive Director, State Teacher Retirement System, Little Rock, Arkansas

INTERROGATORS AND CONSULTANTS:

Emil Lange, Principal, Charles Evans Hughes Junior High School, Long Beach, California

J. Lloyd Trump, Professor of Education, University of Illinois, Urbana, Illinois

HOW EXTENSIVE AN ACTIVITY PROGRAM IN THE JUNIOR HIGH SCHOOL?

RALPH E. GRABER

THE schools of America are charged with the responsibility of assuming a large share in the preparation of youth for life. "Educa-

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tion for Life," as one of our outstanding educators so enthusiastically put it. More recently, we are conscious of various methods of procedure in the development of programs that promote "Education for Life Adjustment." This is understood as meaning the student's present life as well as his future educational, avocational, and vocational endeavors and accomplishments. Of course, our elementary and secondary schools are also responsible for the preparation of our students for additional formal education. We can readily assume that our students are the future voting citizens of our country; that enrolled in our classrooms are potential butchers, bakers, and candlestick makers. We know that some of them will pursue a profession—doctor, lawyer, teacher—some will become engineers, farmers, business operators, homemakers, tailors, or what have you. Probably one of the foremost considerations that the school person should keep in mind is that nearly all students are latent fathers and mothers with much responsibility and all that goes with this natural sequence of the struggle of mankind.

It is true that the schools serve their clientele for only a part of each day for a part of each year. However, the public looks to the school for formal instruction, training, discipline, and accepted accomplishments. It behooves the schools to do the most efficient job that is humanly possible. The presentation and requirements of performance should be thorough; basic fundamentals should be stressed; and accomplishments should be convincing.

Much time and effort and thought should be expended in formulating the many variables that may be made available for the students in the schools. Basic fundamentals, solid subjects, subjects that "discipline the mind," must be retained as a core for our schools to promote training and education. On the other hand, every human being should be school-endowed with a wealth of ideas, interests, associations, practices, and accomplishments. The entire child needs to be efficiently and practically developed to the nth degree of his capabilities.

Extracurricular activities are paramount and essential in the pattern of all-inclusive opportunities and offerings—not to replace any core or basic offerings but to supplement and enrich; and, incidentally, to make all school work as appealing and interesting and meaningful as possible. We think the term "extracurricular" is rather worn or hackneyed but it seems to serve the purpose. Other terms used in designating the so-called extracurricular activities are: curricular activities, co-curricular, extraclass, clubs, supplementary activities, socializing integrating, collateral, extraclass activities, supplementary, and school-life activities. There are undoubtedly many other accepted terms.

It is a common philosophy that anything worth having in school should be made an integral part of the regular curriculum. We are very much in accord with this thought. However, it should readily be

conceived that it is not possible or expedient to offer everything to everybody. There would not be sufficient time available in the first place and, furthermore, individual capacities, interests, actual needs—yes, potentialities, and possibilities, vary materially with individual students. There is a tremendous spread and variation in the native ability of the individual students.

Curricular activities are paramount in offering an enriched program, to accelerated students. The same is true regarding physically handicapped and the many other so-called special students. A myriad interests are prevalent among any student body of a few hundred students. Avocations, hobbies, talents, as well as interests, may be developed with pride and satisfaction with an all-inclusive curricular-activity program. A well-balanced, well-developed personality is desirable in each and every product of the educational system of America. It would be contrary to reason or propriety, however, to be even in the realm of possibilities that it is expedient to develop all students in the same line of endeavor.

Curricular activities are a very definite and paramount contribution in our "education for life adjustment" program. Various curricular activities may be termed as definite means to achieve common ends. Regular classroom activities and "extra-classroom activities," properly organized and conducted and integrated, complement and reinforce each other. The enriched combination, properly presented, contribute to the all-round growth and development of all adolescent boys and girls.

Extracurricular activities, extra-classroom activities, clubs, or any term desired are many and varied. A list of such organizations, actually *bona fide*, regularly organized in various schools compiled by Dr. Harry C. McKown several years ago, plus others that have been added, total nearly 550. Many subdivisions would increase this number. For example, conservation club might mean forest, soil, wild animals, birds, or wild game; sports could include boxing, wrestling, golf, tennis, horseshoes, croquet, or officiating; music might mean swing band, ukulele, banjo, guitar, harmonica, jew's-harp, accordion, or rhythm band; games may include carom, pingpong or table tennis, chess, checkers, canasta, or puzzles. The latter could be subdivided into crossword, jig-saw, question and answer, and many others.

Any curricular program, regular or extra, will vary materially with different schools, different geographic areas, weather conditions, seasons of the year, local industries, local heritage, individual interests, etc. This is especially significant in the large list mentioned above. Skiing, seamanship, mountain climbing, sea shell collections, equestrian, farm, and field and stream are examples of what is meant by the above statement.

Probably the most significant value of the extraclass or curricular program is that students may approach some field in which they are definitely interested. Neither the field nor the material selected in the various fields are prescribed by the administrator who formulates

the schedule or the teacher who acts as adviser or sponsor for the students participating. It would be fine if the entire school offerings could be organized on this basis. However, it is universally recognized that very few of us know what is good for us or what we should endeavor to acquire; and this is more especially true in adolescence. Consequently, it seems expedient to prescribe the core offerings.

Among other things, it is significant to note that according to one study of drop-outs in the secondary-school level, very few of the drop-outs participated in the so-called extracurricular activities while in school. A study of drop-outs in the Liberty Memorial High School and the junior high school, both of Lawrence, Kansas, revealed this fact. Results of tabulation for fifty-three students were as follows: no activity, 30; one activity, 9; two activities, 7; three activities, 1; not recorded, 6. Activities in which the few students did participate were: athletics, 7; Y-Teen (Girls YWCA club), 6; girls pep club, 5; music, 2; Hi-Y (Boys YMCA), 2; physical education leaders club, 1; intramurals sports, 1; not recorded, 4.

A few more of the several conclusions might be mentioned here. Many of the drop-outs worked outside of school while attending school. Also, the occupations in which the parents were engaged were for the most part with low incomes. Of course, many of the extracurricular activities do not involve any expense, whatsoever, while such clubs as radio, photography, model airplanes, racing cars, and others might be quite expensive, depending on the individuals. Incidentally the survey made in the Lawrence secondary schools coincides very closely with similar surveys made in other schools in other localities.

The attendance records of practically all of the drop-outs were very sketchy and oftentimes questionable. Lack of interest is the reason most often quoted as being reasons for excessive absences and ultimate drop-outs. Activities or clubs as selected by individual students might include the added interests that would induce certain individual students to attend school more regularly. Some possible drawing power included in a school's activities might get the students "over the hump" during a restless or unstable period and induce them to add greatly to their time in school and formal training and experience.

It is only human to want to excel—to be recognized by friends and acquaintances as being able to do at least some one thing better than anyone else. An extended club or supplementary program offers an opportunity to some individuals to "shine" that would never be able to enjoy such success in the regular classroom. The very nature of many activities lend themselves to such students.

RECOMMENDATIONS IN THE LAWRENCE SURVEY

Recommendations included in the Lawrence survey follow:

In general, the picture presented here is an enlightening one but not a pleasant one. These youngsters needed course work adapted to their needs

and capacities which the high school was unable to offer for some reason or another. What can the high school do to retain these youngsters in school and more adequately equip them for the life they will live? It probably can do the following:

1. Establish a systematic method for visiting the homes of drop-outs and potential drop-outs. The emphasis should be placed on prevention rather than on a cure.
2. Increase efforts to enrich the curriculum and enroll students in courses in harmony with the needs and abilities of these students.
3. Make a conscientious effort to include all students in extracurricular activities so that each student has a feeling of belonging.
4. Capitalize on the abilities of each student so that he has some prestige among his peers.
5. Provide a guidance system that will help each youngster ascertain his needs and capabilities.

These and many more recommendations can become realities, providing teachers, pupils, administrators, and patrons can work patiently and continuously toward a program of education for all American youth.

The importance of an all-inclusive program for the secondary school is certainly stressed in these recommendations.

THE LAWRENCE JUNIOR HIGH SCHOOL STUDY

A study of the activity program was made in the Lawrence Junior High School last spring. The student body numbered approximately 630 students in the seventh, eighth, and ninth grades, combined, at that time. A thirty-minute third-hour activity period is included in the schedule of classes; also a so-called seventh-hour activity period. Athletics, boys' and girls' intramurals programs, girls glee club, speech and drama groups, Girl Scout, bowling in co-operation with local Bowling Alleys, and opportunity for meetings and practice are included in the seventh period.

Students may participate in the activity or activities of their choice (limit two, because of organization) during the third period or go to a classroom for study. The committee conducting the study were of the opinion that too many students were in study halls and that the range of activities offered was too limited. The latter reason probably being one of the reasons for the percentage enrolled in study halls.

A desire to determine the interests of the students was foremost in the minds of those conducting the study or survey. It was also desired that all teachers in the school have an idea of the interests and desires of the students. A questionnaire was formulated and presented to the students of each grade through the home rooms. Students were asked to check the activities that they had experienced rating them first, second, third, fourth, *etc.*, in order of their choices. Of course, the ninth-grade students had experienced six semesters; eighth-grade students, four semesters; and seventh grade students, two semesters of school. Activities offered at the time included

activity band, Bible study, boys' physical education leaders, carve and whittle, seventh- and eighth-grade chorus, creative writing, eighth-grade dramatics, instrumental ensemble, first aid, girls crafts, girls physical education leaders, guitar club, Junior Academy of Science, Junior Staff (journalism), knitting club, library, metalcraft, reading club, science club, sit and sew, student council, traffic patrol, woodcraft, and study hall.

Another phase of the questionnaire asked students to check the reason or reasons for selecting an activity according to "(1) enjoyment of activity; (2) like the teacher sponsor; (3) your friends are in it; (4) prestige of belonging to this group; (5) request of parents; (6) desire to be of service or help to others; (7) (8) (9) other reasons." The third section asked the students to list other activities they would like to have offered in the Lawrence Junior High School. The fourth section pertained to study groups. "Why are you in study hall instead of an activity? Please check one or more items in answering the question, adding other reasons if necessary: (1) need time to study; (2) activities too expensive; (3) request of parents; (4) not interested in activities offered; (5) assigned to study hall by office, because preferred activities being overcrowded; (6) (7) (8) —."

A total of 429 students were participating in the various activities while about 200 were enrolled in study hall. Some of the activities met four days per week while others were in session for two days per week. Consequently, it was possible and quite frequently the case that students participated in two activities. As a matter of fact, all students enrolled in groups meeting two times per week were enrolled in two such groups; or in one group meeting two times per week and a two-day study hall. Consequently, the survey on study hall participation is not regular.

In tabulating the results of the survey, the following pupil responses were made—Reasons for choosing activity: (1) enjoyment of activity, 352; like teacher-sponsor, 132; friends in activity, 119; prestige of group, 32; request of parents, 29; desire for service, 36. The reasons given for choosing study hall with the number of pupils responding were: need time for study, 232; activity too expensive, 2; request of parents, 30; not interested in activities offered, 35; assigned to study hall by office or committee, 101. The three new activities mentioned most frequently were dancing, 30 students; marksmanship, 28; and photography, 18. Other activities suggested were animal club, archery, boys cooking, boys ensemble, bowling, canasta, chemistry, chess, crochet, dramatics (7), drawing, driving, fencing, girls cooking, girls patrol, golf, harmonica, hiking, home decoration, home nursing, languages (Spanish, German), leather work, masonry, merit badge in Scouting, model airplanes, Morse code, movies, printing, ping pong, poker, radio, riding, Scouting, slide-rule, softball, stamp club, swimming, table manners, tennis, typing, ukulele, weaving, and wrestling.

An analysis of the information made available from the questionnaires seemed to indicate: (1) Most students probably enroll in activities for fun and enjoyment, (2) The personality of the teacher is a factor in the selection of an activity, (3) Friends in activities influence choice. (4) The desire for service-type activities lessens as students' age increases. (5) Parents apparently have little influence or interest in the activity program. (6) Approximately two thirds of the total enrollment are in some activity. (7) Ninth-grade students seem to need more time to study. (8) Approximately fifteen per cent of the total study-hall enrollment would choose an activity instead of study hall if the desired activity were available.

Students attending junior high school are from eleven to fifteen years of age. They are emotionally adolescent. They will go all out for anything that really appeals to them. Selected activities or clubs may be the answer to their exuberance. One of the philosophical and logical reasons for the existence and success of the modern junior high school is the exploratory opportunities made available to the students. Consequently, it is probably desirable that boys and girls be encouraged to participate in as many activities as possible.

It is not always possible to enroll the students in the activities that they select because of so much demand. Some of the most popular in the Lawrence Junior High School are boys' and girls' physical education leaders clubs, dramatics, Junior Staff (journalism), library research, girls crafts, and science. Demand for clubs or activities in some instances is so small that it is not possible to organize them. In other words, there are some 690 students (this year) to be taken care of during the third period. Each activity or club has to accommodate approximately twenty-five students on the average. Consequently, some students will go into study hall if they are not able to get exactly what they want.

It certainly behooves the administrator to arrange a schedule that will accommodate the desires and capabilities and interests of as large a percentage of his students as possible. An enriched program is desired and so-called extracurricular activities are important in the development of attitudes and ideals and the emotional life of the student.

See the April, 1952, issue of THE BULLETIN
for the balance of the Proceedings of this
Thirty-sixth Annual Convention of the NASSP.

HOW EXTENSIVE AN ACTIVITIES PROGRAM IN THE JUNIOR HIGH SCHOOL

WALLACE LUDDEN

THE TOPIC we are to discuss reads "How Extensive an Activities Program in the Junior High School". The extensiveness of any program can only be determined by the importance attributed to it. Pupil activities were originally called "extra curricular", but there is nothing extra about the one and perhaps the only school activity that can save our democratic society from deterioration. Democracy is in danger! The danger that stalks without can be repelled, but the danger that lurks within is far more sinister and a far greater threat. It is greater because too many Americans fail to recognize it. They fail to recognize it because it is a direct result of the social changes that are slowly evolving around us.

DIFFERENCES IN INTERESTS

The community life of the nineteenth century was more stable and integrated than our life today. Changes in manner of living came slowly in those days, and people adjusted to the changes as they developed, so that there was little difference of opinion among people as to what was the proper thing to do. In those days there was a consensus among the people and the result was that people understood each other and co-operated in common democratic ventures. People thought alike and lived alike.

The community of the twentieth century is far different. The rapid expansion of industry and business caused by numerous scientific discoveries has caused people to concentrate in cities, it has caused a diversity of production interests, and has resulted in a division of the people into groups according to their immediate interests. Capital and labor no longer see eye to eye and agriculture and business groups each have their own interests. The consensus of the people no longer exists as it did a century ago and our society is no longer an integrated unit. It is important to remember that the erosion of a national unity will increase as these group feelings become solidified. This debasement extends from the national level to the family level. The complexity of our way of life often leads the father and mother to have differing interests and the children, without a unified family interest, go their own way and find interests different from the interests of either parent. The result is that we are rapidly becoming a nation of individualists.

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We, as a nation, have prided ourselves in being rugged individualists, and we see no harm in it. Indeed, there was no harm in it as long as our society was stable, but now our national life has become so diversified that the various interests are in constant conflict with each other and the individual does not know what stand to take.

A few examples of the conflicts in our thinking are: We say, "The family is our basic institution and the sacred core of our national life." *But:* we add, "Business is our most important institution, and since national welfare depends upon it, other institutions must conform to its needs." We also say, "Religion and the 'finer things of life' are our ultimate values and the things all of us are really working for." *But:* "Man owes it to himself and to his family to make as much money as he can." And again we say, "Hard work and thrift are signs of character and the way to get ahead." *But:* we add, "No shrewd person tries to get ahead nowadays by working hard, and none gets rich nowadays by pinching nickels. It is important to know the right people. If you want to make money, you have to look and act like money. Anyway, you only live once." We also say that, "Honesty is the best policy." *But:* we contradict, "Business is business, and a business man would be a fool if he didn't cover his hand." We believe that, "Patriotism and public service are fine things." *But:* we add, "Of course, a man has to look out for himself." We preach that, "No man deserves to have what he hasn't worked for. It demoralizes him to do so." *But:* we say, "You can't let people starve."^{*}

From these contrasting rules it would appear that many individuals in our American society would not know definitely what or how they should respond in meeting certain situations arising in their lives. From those contrasting ideals it is apparent that we do not have a common criterion of truth, honesty, rightness, and human decency. We have no consensus. As a society we are not integrated. As society moves ahead the conflicts become more numerous and the social maladjustments are compounded.

These social conflicts present a challenge to American education, a challenge which has not been generally recognized and almost completely ignored. As a nation we have been smugly satisfied and boastful about our individualism and independence, but as society is now developing it becomes evident that interdependence rather than independence is essential to our survival. The integration of our society demands the development of common social goals. It is becoming increasingly evident that the behavior of the individual is shaped by the behavior of the group to which he belongs. The individual accepts the value system of the organizations of which he is a member, and it is through an understanding and use of group dynamics that schools can meet the challenge of integrating our society. Woodrow Wilson said that the fundamental relationships of men are now with groups rather than with individuals. The activities program in the

^{*}The above quotations are taken from Robert S. Lynd's *Knowledge for What* (Princeton University Press, 1939) and are but a few of the many contradictions he finds in our rapidly changing culture.

public schools is a tailor-made opportunity to develop common social goals through the use of group dynamics.

HOW EXTENSIVE AN ACTIVITIES PROGRAM

The activities program is not just another class in which pupils are lectured to or taught about something. It is rather a program in which boys and girls live in a group situation and in so living, they both accept and mold through interaction the behavior pattern of the group and so develop a unity of purpose and a consensus of values. Here pupils do those things which have real meaning to them, and here they develop their own value system and do not have an adult value system imposed upon them. In our confused society the lessons learned here may prove to be of far greater value to themselves and to our society than the lessons learned in more formal class situations.

The question of how extensive such a program should be is hard to answer. Probably it should be extensive enough so that each pupil should have an opportunity to be a member of a group and not extensive enough to permit the individual pupil to "spread himself so thin" that he does not take a significant part in any activity. Some schools have two types of activities—one of a service type and one of a recreational type. The two kinds of activities usually are scheduled to meet at different times so that the pupil does not have to decide between service and fun, but can do both. The individual may belong to one or to both, according to his desires or capacity. As an example of the working of such a plan, a description of an actual school situation may not be out of order.

This particular school has a student body of about 775 pupils, who are registered in 24 different home rooms. In this school the student council is the general governing body. The home rooms elect the usual officers, and the student council is composed of the presidents of the home rooms and four officers elected from the student body at large.

The student council meets each week and discusses items of interest to the students of the school. The council appoints various committees from among its members who carry on various activities, such as school dances, lost and found department, weekly bulletins of events, assembly and other varying activities. The program sponsored by the council and its discussions are carried back to the home rooms by the home-room representative and discussed there. All school clubs are chartered by the student council upon receipt of an application setting forth the purpose and regulations of the club.

The student council chooses a "student of the week" and his name and a citation are printed in the school news column of the daily paper. There is not necessarily a selection each week, but there are usually twenty or twenty-five such students selected during a school year.

Credit toward school letters are earned by participation in any school activity. Pupils may earn from one to six credits for each activity, according to the amount of participation of the individual member. A student committee determines the amount of points awarded. The sponsor has the power to veto, but that power is probably seldom, if ever, used.

Club membership is not compulsory in the school we are describing, and there is no scholarship requirement to belong to a club. Membership in more than one club, however, does carry a scholarship requirement. To belong to two clubs a pupil must be doing satisfactory work in all classes. Membership in three clubs is possible for pupils doing school work with distinction.

STUDENT PARTICIPATION

The amount of participation in this particular school is shown by a tabulation of percentages of pupils participating in non-class activities of various kinds: 83 per cent of all pupils engage in at least one activity; 32 per cent participate in one activity; 25.6 per cent in two activities; 15.7 per cent in three activities; and 10.4 per cent in more than three. A large portion of the non-participants are seventh grade pupils who will participate as they become oriented to the situation. Most of the pupils engaging in more than three activities are officers and committee members in addition to being club members.

The type of activities may be judged from the following tabulation of activities and the number of participants in each.

<i>Club</i>	<i>Number of Members</i>	<i>Club</i>	<i>Number of Members</i>
Athletic Participation	683	Library	12
Audio	30	Misc. Committees	55
Bowling Thursday	39	Outside Traffic	16
Bowling Tuesday	70	Projection	80
Boys' Cooking	16	Radio	23
Dancing	80	Red Cross Council	24
Dramatics	45	Reporters Club	45
Fishing	35	Rifle	16
Glee Club	118	Student Council	30
Gym Leaders	30	Swimming Boys	20
Home Room Officers	120	Swimming Girls	13
Knitting	20	Traffic	30

It will be noted that the number of participants in athletics is relatively high. This results from participation in more than one branch of sport and the figure does not mean that 683 different pupils are participating at one time.

UNIQUE CLUBS

Two or three of the clubs in this school are unique because of the unusual situation of the school itself. The building is within easy

walking distance of the large city bowling center. The activities period is scheduled the last period of the day to make it possible for the bowlers to go to the alleys and at least start the activity on school time. As a result the club flourishes. A regular league schedule is followed, each team wearing the insignia of a sponsoring merchant or organization. The season ends with a banquet and program with sponsors, parents of student officers, and city sports leaders as guests. It is a big social event with the students making all the plans and executing them under the guidance of three teachers. Teacher activity is kept at a minimum. Everyone has a good time and it is a most happy occasion.

The Reporters Club in this school prepares the school news for the local paper and their news is printed as written. The news appears on Thursday of each week and may occupy from one to three full columns of the paper. Each article is accredited to the writer. Sports news is not included for this has already appeared on the regular sports page of the paper. The city editor meets with the student reporters at intervals to help them develop news articles in proper form and to help them know what constitutes good news. The club is under the sponsorship of two members of the school staff.

The Projection Club trains operators so that no teacher, except the club sponsor, ever has to think about the operation of the projection machines. There are student operators with a chief at the head, there are so called "trouble shooters," program directors, mailing clerks, and other specialists within the organization. No teacher has to touch a machine or film. Teachers are asked to rate the efficiency of operators by checking points on a form provided for the purpose, and the operators are given ratings according to the markings of the teachers for whom they have shown films. Specially competent operators often are called upon to operate machines outside the school for various community groups.

The educational implications of the activities of these three clubs are evident and need no further exposition. Other clubs may claim equal distinction, but time is too short to mention them.

The activities of this particular school have been described in some detail because it is fairly typical of the general run of New York state junior high schools, where the program has been inaugurated. There are many schools, especially among the six-year schools, where the junior-high school grades tend to imitate the activities program of the senior high. This is not good practice. Quite often senior high school student government representatives are chosen by classes rather than by home rooms. On the junior-high school level, representatives might better be chosen by home rooms, both to give a larger number of pupils an opportunity to participate and to foster a closer unity within the school.

The need for student activities is urgent if we are to create a consensus of democratic concepts among the American people. Our society needs integrating so that we can face other ideologies with a solid front. The opportunity for the use of group dynamics to create this solid front exists in the student activities program. Whatever plans are used, the activities program should be an actual democracy in being. It is a living thing and definitely not something imposed by adults, because the adults think pupils need it.

Group V (Tuesday)—TOPIC: What Should the Secondary School Teach About Narcotics in the Health Program?

CHAIRMAN: *Samuel P. Maroney*, Principal, Pierre S. duPont High School, Wilmington, Delaware

INTERROGATORS AND CONSULTANTS:

Ivan E. Goodrich, Assistant Superintendent, Huron County Schools, Norwalk, Ohio

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WHAT SHOULD THE SECONDARY SCHOOLS TEACH ABOUT NARCOTICS?

HOWARD E. HAMLIN

TEMPERANCE should become a continuous effort for the conservation of public health.

SOCIAL PROGRESS AND MATURITY

As our social vision in America has grown, there has developed a greater degree of maturity in our thinking and behavior, and a deeper sense of fairness, tolerance, and interdependence. One of the manifestations of this growth in Ohio was the establishing of a State Department of Education more than a hundred years ago (1837). During all these years it has sought the enlightenment of its youth in every way that might assist them in living fine lives. With this thought in mind, in 1888, Ohio's first legislation was enacted, requiring the teaching of the effects of alcoholic drinks and narcotics in connection with the study of physiology and hygiene. As a further expression of social insight, this legislation specified that all teachers be required

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to quality for such teaching. Only an informed faculty could teach the subject of narcotics with understanding. Fifty years later (1938) the new position of "Health and Narcotics" was established in the State Department of Education, so that teachers might be assisted, through specially prepared source material and conferences, to do their part better toward the realization of greater social maturity.

OHIO CONGRESS OF PARENTS AND TEACHERS ADOPTS NARCOTIC EDUCATION

In 1940 the Ohio Congress of Parents and Teachers, in response to a growing sentiment and need, authorized that the study of effects of alcohol and narcotics be made an integral part of its program, and appointed the State Supervisor of Health and Narcotics as its first chairman. Ohio is one of thirty-eight States whose Congress of Parents and Teachers has established a committee for the study of narcotics.

In January of the current year, your Chairman presented to the Executive Committee a brief résumé of the scope of the field and the objectives that parent-teacher associations throughout the State should strive to achieve. This was done in the hope that each association might start a project of its own that would represent a link in a chain of creative activities to be carried out over a long-term program, which may ultimately free an increasingly intelligent humanity of harmful and disillusioning controls.

THE NEW APPROACH IN NARCOTIC EDUCATION

Today, as in prehistoric times, like deserts on the march, we have seen how changes in climate have brought about the extinction of particular species of animals and plants (dinosaurs, mastodons, tropical plants in the Arctic, *etc.*). Could we, by a similar change in approach, bring about the "extinction" of present trends in smoking, drinking, and other incorrect habits of living, by substituting a "way of life" that is so creative and thrilling that we would choose to heed established facts of hygiene and social conduct, rather than thoughtlessly, indifferently, or defiantly, to violate them.

Instead of saying, as we have in the past, "don't do this" and "don't do that," or "you can't do this" and "you can't do that," let us never, either by omission or commission, fail to make it completely clear what the use of narcotics does to health, social behavior, and social conditions. Furthermore, instead of employing "fear," through reference to "ulcerated stomachs," "hobnailed livers," and "lurid brains" as a way to prevent the use of narcotics, let us make our appeal to the intelligence and sense of fairness of our youth and their elders. In brief, let us give simple and accurate knowledge, and suggest projects which will encourage the individual to develop hobbies and sustaining interests that will bring him greater rewards and compensations for his money and his leisure in contrast to the impairment,

inefficiency, and, frequently, the disillusionment wrought by the effects of narcotics. This is the growing, changing, modern approach to one of humanity's most perplexing problems.

However, I do not minimize the importance of established facts concerning the effects of excessive, nor even the moderate use of narcotics. In driving, for instance, a little alcohol may be worse than a lot. Such knowledge is most important in the background of our thinking. But, I do feel that it should be made incidental and natural to the discussion, and not too conspicuous. For this reason a special school assembly is not the best way to convey narcotic information, but rather in the social and natural sciences, where it is a natural part of the subject matter and can become a natural part of the discussion. The situation is much like the experience of trying to ride a bicycle in the days of bad roads. If you looked too intently at the rut in the road, you were sure to run into it. (If we talk too much about narcotics, or at the wrong time, or in an intolerant manner, we may drive some of our youth to use them.) However, if we had set our eyes on some goal ahead, it was easy to avoid the rut. Yet, all the while we were definitely conscious that the rut was there, but we did not give it pre-eminence in our thinking. I would like to see narcotic information have a chance to work just like that, *viz.*, exerting its influence upon the subconscious mind while the conscious is so absorbed and enraptured by the creative life we are living, that not even the idea to use narcotics enters our thinking. In other words, may we escape the lure to use narcotics by circumvention through the substitution of a great variety of absorbing interests and a potent desire for health. What we really need is narcotic education which emphasizes health and citizenship first and narcotics secondary.

Teachers and parents are urged to emphasize healthful, happy, normal living as the desirable "way of life" for both youth and adults. A fundamental and tangible step in the approach to this manner of living is to help and encourage the child and the adult to strive to improve and conserve health. This phase is also a part of the broader program of Conservation Education. In fact, the ultimate objective of the conservation of the natural resources of this great country of ours is to raise the standard of living and to improve the state of health, so that people may lead a more happy and satisfying life and become more effective citizens for the State and finer human beings for human society.

MANY FACTORS MAY MODIFY HEALTH AND CONDUCT

If we are to achieve such a goal, even for health alone, we will have to be more consistent in our manner and habits of living than most of us are today. Just to refrain from drinking and smoking, or any other harmful drug, is not enough. Over-eating, unwise dieting, malnutrition, lack of sleep, overwork, excessive exercise, lack of exercise and

recreation, faulty posture, worry, wrong attitudes, lack of available protective immunity to infectious disease, *etc.*—any one or all of these factors may contribute seriously to the impairment of one's health and social behavior. Consequently, if we are going to live healthfully, we must avoid all practices, habits, and conditions that are not conducive to our hygienic, social, vocational, and spiritual well-being.

PLANNING FOR SOCIAL BETTERMENT

When children and their elders become so health-conscious that they cease to violate established hygienic facts; when they become so community-minded that they will really work to set up an environment that makes them want to live creatively, within the range of their varying capacities, then and THEN ONLY, will practices and habits that undermine health and social progress drop permanently out of the current mode of living. Until school and church, with their various organizations, can envision a larger community service than merely to conduct school and church, we cannot hope to eliminate many undesirable conditions that contribute to our present situation.

Every community should have a Community Council, with representatives from every organization interested in the betterment of the community, to study the local situation. It was just such a council that Lisbon, Ohio, organized, nearly four years ago, to stamp out some unfavorable publicity. Besides the regular school, the three school buildings became centers of a recreational program that kept them open from the close of school in the afternoon until ten o'clock every night and all day Saturday, and also through the summer. Of its 1200 children, ranging from kindergarten age to twenty-four, 1152 participated in this program during the year. They have one paid director, two recreation supervisors provided by the School Board, and 126 volunteer workers from the community! Last year their budget was over-subscribed \$700, with contributions from 648 of the 902 families in the town!

In 1931 Cincinnati had 50 public swimming pools, but in 1939 nearly 200 with 211,000 children and adults enjoying this fine form of recreation. Upper Arlington (Columbus) has a community swimming pool, on the school grounds built by subscribing citizens, supervised by the Board of Education, and providing a unique supervised recreation program during the summer for the children and adults. Many other communities have done likewise, or are planning to do so presently, in order to build health and a fine social outlook. This is also an excellent way to prevent juvenile delinquency.

In addition to these recreational features, fine as they are, we must have more and better libraries with good books and magazines for children and adults to read. Projects in drama, music, art, gardening, animal husbandry, the writing of good literature, travel, must be encouraged. Slums and slum conditions must be eliminated, so that

children and adults may live in an environment that encourages better standards of living. In all of this endeavor for social development, in much of which the course has not been charted, we must ever be patient if the progress appears too slow at times.

It therefore should be clear that we cannot hope to see fundamental and enduring change in our present mode of living and in the attitude toward the use of narcotics, until and when we shall have come to achieve some of the foregoing improvements, or their kind, in the conditions of living of a larger part of the population. We cannot have one-third of the people ill-housed, ill-clad, and ill-fed.

OBJECTIVES FOR THE PROGRAM

A program that is sensitive to fundamental needs should aim to help the individual cultivate:

1. A sense of pride in his health and safety habits, and in his social behavior.
2. A willingness to do "what he knows" to be good for his health, vocational and social welfare, and that of his fellowmen; and to avoid what he knows to be harmful or detrimental. This places a huge responsibility upon EDUCATION.
3. An understanding that vigorous physical and mental health are indispensable to a dynamic social and spiritual growth.

THE POWER OF BAD EXAMPLE

Parents and teachers are urged not to be forgetful of the powerful influence of "their example" upon the thinking and habit-formation of children and youth. If practices of drinking and smoking, for example, are necessary to the social pattern of adults, they should be mindful of the psychological principle that such "examples" will be powerfully suggestive to youth to do likewise. In spite of our vast amount of established fact, and our so-called intelligence, it is still very human to "imitate" the social practices of others, whether good or bad, if such practices represent the accepted "style" of the moment. It is also so easy to take the view that nothing is wrong if "everybody's doing it." However, our present trend toward increased drinking and smoking, and the use of marijuana, opium derivatives, cocaine, and other harmful drugs, is indicative of our intellectual immaturity, rather than a sign of our degeneracy. Sometimes we adults behave like the proverbial adolescent without apparently knowing it. In many instances, drinking and smoking and the using of narcotic drugs are done by adults as well as youth, purely to "show off." Many want to keep up with the Joneses by doing what they think the Joneses are doing. It is surprising how many of these folks would rather be doing otherwise, but, they are under the control of an outside compulsion rather than their own.

MIS-USE CONDEMNED

In their deep feeling against narcotics because of the social consequences of their misuse, many people ask, "Why did God create

them?" This is particularly their indictment against alcohol. In the same breath they may call tobacco "the plant of the devil," but, the alcohol which they curse, and the nicotine which they condemn, are two of the most important servants of mankind when applied in art, science, and industry. Rather it is their mis-use that should be condemned. Narcotics are no longer on trial, it is the intelligence of mankind that is being tested.

THE PRESTIGE OF THE SCHOOLS AND THE PTA

The Schools and the Parent-Teacher Associations, with their recognized position of prestige in the community, and freedom from prejudice toward them, hold a strategic place in the community for initiating and promoting effective projects for social progress. In the area of Narcotic Education, their most important step to take right NOW, is to get some kind of fundamental project started at once. There will be much to learn, but you will have many a thrill as you progress with this experiment in social pioneering. Will you be one of the units, like Lisbon and others, to do something to remove those trends that defeat social growth?

To every man there openeth a way, and ways, and a way.
 The high soul climbs the high way,
 The low soul gropes the low.
 And in between on the misty flats
 The rest drift to and fro.
 But to every man there openeth a high way and a low,
 And every man decideth the way he will go.

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The Pay-Off
The Vicious Cycle
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Teen-Age Drug Addict (A film
for adults)

WHAT SHOULD THE SECONDARY SCHOOLS TEACH ABOUT NARCOTICS?

GABRIEL R. MASON

IT IS A far cry from opium smoking in southern Europe, Asia Minor, India, and China for the past 2000 years, to the present narcotic evils among teen-agers in our large population centers of the United States. However, the long and extensive use of the drug for non-medical purposes has always had its origin in the same childish inability to face misery and pain, and the same puerile hankering for artificial pleasures and visionary happiness. As Thomas DeQuincey, who for four periods

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of his life (1785-1859) had been a victim of the opium habit, wrote in "Confessions of an English Opium Eater", "Thou hast the keys of Paradise, O just, subtle, and mighty opium!"

The narcotic problem faced by education in this country is truly a staggering one. New York City Mayor's Committee reports that there are 45,000 to 90,000 drug addicts in New York City; of these, 15,000 are in the teen-age group. The chances are that these estimates are greatly exaggerated. However, there were 474 teen-age arrests, including a thirteen-year-old boy, for narcotic violations during the first ten months of 1950. Dr. William Jansen, Superintendent of Schools, stated on May 22, 1951, that there were 154 known cases, including 22 girls, and 35 suspected ones in New York City junior and senior high schools. State authorities placed the figure at 1500 or in the ratio of one to every 200 pupils. Harry Anslinger, Federal Commissioner of Narcotics, says, "Up to two years ago, we rarely saw a teen-age addict. Since then we have handled hundreds of cases in Illinois, District of Columbia, New York, and New Jersey alone." In Cook County Jail there were recently 52 addicts under 19 years of age. In Detroit 100 juvenile addicts were questioned by a Federal Grand Jury. For both Chicago and Detroit these figures indicate there were thousands of others who were not apprehended. The numbers are approximately the same for Washington, Baltimore, Boston, St. Louis and other cities of about the same size.

The most shocking phase of all the collected statistics for drug addicts admitted to the two U. S. Public Health Service Hospitals at Lexington, Kentucky, and Ft. Worth, Texas, is that the number under 21 years of age who have received treatment at these two hospitals has jumped from 22 in 1947 to 440 in 1950, an increase of 2000 per cent! Some of these boys and girls were only 15, 14, and even 13 years old. We must bear in mind that the 440 who finally were admitted to these two overcrowded institutions represent only a half to one per cent of the estimated number of juvenile addicts in this country.

Reports also indicate the spread of drug addiction to a widespread area in New York City. It is not limited just to Harlem or the Bedford-Stuyvesant section in Brooklyn. The narcotic evil has also invaded the smaller cities, the suburban areas, and rural districts. Though the largest number of victims are found in localities of the greatest economic depravity, yet many young people of normal intelligence, and from socially well-adjusted families, have been inveigled into the vicious trap. There seems to be no correlation between relative intelligence and drug addiction.

In studying this problem, one's mind reverts to what Vergil wrote 2,000 years ago: "The descent to hell is easy; the gates stand open night and day; but to re climb the slope, and escape to the outer air, this indeed is a task."

Our youngsters usually begin with marihuana, an intoxicating weed with pungent fumes and aphrodisiac effects, and soon graduate to using heroin. In less than two months they are full-fledged addicts. Many of these teen-agers have confessed that they started to smoke marihuana, or reefers, through the persuasion of a friend, or a dare from the gang. It seemed the "sharp" thing to do. "Here, take a drag," says a pal, "and you'll get a thrill. This isn't just a plain cigarette. It's something different. Inhale and you'll feel good. Go ahead, begin living, boy." Later, as one young fellow explained to a reporter, "When you try it, you feel peppy, you want to dance. When you walk you really get that nine-foot glide. And it's good to listen to music, when you've been smoking reefers."

Soon he learns of bigger kicks. On the street corner, in the local candy store, or in a dance hall, a friend will induce him to sniff heroin or "horse" sprinkled on his thumbnail. He may say to him: "Here, try this. It will give you a real bang. It's way better than marihuana." Not wanting to miss anything, and knowing that "everybody" in the neighborhood is using it, and also hating to be called "chicken," he consents. He accepts a few of the proffered capsules of this devastating and enslaving heroin. Most likely these were obtained by the donor as free samples from a peddler who is looking for new customers. Though to begin with, it may make him vomit, yet it doesn't take long to get the real charge, "when all his mental processes dissolve into a warm glow of well-being. Frustration, worries, and physical disabilities gently evaporate." A "pop of horse" is their escape from the tensions of the times and their particularly uninviting environment into an infinitely pleasurable dream world. While living in a world of phantasy and daydreams, the victim never listens to advice. He feels like a big shot who can do anything. With illusions of grandeur, he is confident that nothing will happen to him; that he can quit any time he wants; and that he will never become a bum like those frequently seen around the neighborhood.

Alas! how dismally mistaken the youngster is! He finds himself "hooked", and can't resist the temptation. In order to obtain the desired effect, he discovers it's necessary first to increase the dose; then as his nose gets sore from sniffing to go in for "skin-popping," that is, injecting the solution under his skin with a hypodermic syringe; and finally to resort to "main-lining" by injecting it intravenously. This produces promptly the intense reaction he looked for when one of his friends suggested, "Let's get high." This is their expression for relief from tension, freedom from care and worry, a feeling of floating buoyantly through space, and of self-sufficiency.

Though arms and legs become covered with ugly scars and infected sores from these amateur injections usually made with a homemade and contaminated syringe, and though the cost of obtaining sufficient quantities of heroin runs high at a dollar a capsule (about

five to ten dollars a day), he cannot stop for two reasons: his will power has been weakened by the constant use of drugs, and his fears of withdrawal illness truly frighten and paralyze him. He has learned from his associates that those who stop taking drugs suffer excruciating pains in the legs, back, and abdomen, in addition to muscle twitching, diarrhea, and fever. During the peak of suffering, usually the third day, the addicts experience the tortures of hell. They feel so miserable they often express a wish "they were dead."

It is not surprising that with no moral stamina to fortify them, and with these nightmarish fears to haunt them, they decide to continue their vile habit. However, their financial situation now leads them into a new field—that of crime. To get the necessary money to purchase drugs, they begin to steal and take part in shoplifting, house-breaking, and hold-ups. Girls turn to prostitution. Worst of all, addicts of both sexes start the chain reaction, a fiendish type of pyramiding, by becoming agents, or small-time pushers for dope peddlers. By enticing new victims, they get their own allotment of capsules free, on a commission basis.

Unless this addict goes to a hospital for treatment, he will continue to be physically dependent on drugs. Though the human body builds up a tolerance to drugs so effectively that he continually needs larger and larger doses, and though he no longer enjoys a "kick" from the shots, he cannot stop. Actually he finds himself abnormally sleepy and only half alive; but when he tries to discontinue doping himself, his body is tormented by hideous pains and his mind is assailed by morbid fears.

By this time, he most likely has lost all interest in school work, sports, and girls, for sexual instincts have been deadened, if he hasn't already become impotent. If employed, he soon finds himself discharged because of the poor performance of his duties. Progressively he becomes emaciated, uncommunicative, cranky, deceitful, dishonest, and most likely criminal, in his half-crazed compulsory desire to get drugs and to keep his much-needed ever-increasing supply open. And thus this human pincushion trades transient and superficial pleasures for a life of hellish agony.

What can society do to fight this evil? The first weapon is to control the importation, sale, and distribution of drugs. There are many laws on the books for this purpose; e.g., the results of the Conference at Shanghai, 1909; the League of Nations Narcotic Laws of the early twenties, the Uniform State Narcotic Drug Act of 1932 adopted by 42 states; the Marihuana Act of 1937; and the Boggs Act signed by President Truman on November 2, 1951. As we can see, we have enough legislation; but it is difficult to apprehend and punish the law-breakers from the organized underworld.

A certain amount of growth, distribution, and sale of narcotics for medical purposes is definitely legal and highly desirable; but

smugglers and dope peddlers get on the job and it's hard to stop their nefarious offenses with approximately 200 Federal agents and a limited number of State and local police assigned to this work. These criminals will continue to do their dastardly business, taking a chance to escape detection because they find it profitable. A kilo or 2.2 lb. of heroin costs \$1000, and it can be sold in small doses, usually adulterated, for over a million. To get anywhere in solving this problem, there must be a tightening up in law enforcement in connection with international treaties (where total agreement has failed, especially in case of Iran and India, whose main income is from drugs), Federal acts, state regulations, and city and local laws, so that drugs for medical use may be well controlled, and all other illegal drugs kept out of the country. In other words, "Let's drain the breeding swamp of supply and kill off the peddler-carriers of infection."

Penalties should be made more severe, especially for the conscienceless racketeers, the low type of diabolical peddlers, called pushers, who are willing to undermine the health and destroy the very lives of juveniles for their own financial profit. Some social workers in this field have proposed life imprisonment and even death itself as the proper penalty for this type of anti-social criminal. In other words, "as the addicts are mainly responsible for addiction, our laws should crack down on the illegal drug dealers, and make it unprofitable to peddle dope."

Another weapon with which to fight this evil is rehabilitation. Drug addicts, like alcoholics, can be cured, witness Barney Ross, former lightweight boxing champion who says, "I almost didn't make it! I want to do what I can to warn kids about the dangers of narcotic drugs; but I'm afraid they will think, 'Ross was cured—so I can be cured too, if I get to be an addict.' Don't take any chances." But the treatment of all those in various states of addiction takes time, approximately 4½ months. A process of gradual withdrawal, not the painful "cold turkey" or sudden stoppage practiced in prisons, with medical and psychiatric treatment in a special hospital, is recommended.

In the hospital ward, or "shooting gallery", and later in "the skid row", drugs like methadone are substituted, and there is a rapid reduction of the daily dose over a period of three weeks, until it becomes zero. The patients during the period of convalescence receive medical and dental care. They are obliged to follow a regular schedule of work on the sanitation squad, in the dairy, laundry, furniture factory, tailor shop, or on the farm. They use the gym, and spend time in the library, at outdoor recreation, band concerts, movies, and chapel exercises. Psychiatric treatment aims to change the addict's attitude. Slowly he learns that drugs solve no problem, offer no help, but only harm him. The patient finally wakes up, develops an incentive to do something, to be somebody, to enjoy real pleasures, and to look forward to a more healthful and meaningful life.

Many of those who are discharged as cured have their relapses: 64% of those in Federal hospitals are there for the first time; the other 36% have been there more than once. Two women at Lexington, Kentucky, have been at the hospital 17 times. It has been estimated through a survey that only $\frac{1}{4}$ of the patients who had undergone the full six months' treatment at Lexington have remained "off the stuff." When discharged, patients need help in making their adjustments to a new life. They need new interests, new friends, new jobs, new forms of recreation, all away from their old surroundings. Agencies like the Y's, the churches, and societies like Narcotics Anonymous can contribute much to the rehabilitation of the discharged patients now seeking a new way of life. If they go back to their old haunts and their old companions, they will undoubtedly turn to drugs once more.

The facilities where effective cures can be given are sadly limited. "If we can't accept all voluntary patients, we are actually abetting the vicious dope rings by creating armies of drug addicts." There are just two Federal hospitals, one at Lexington, Kentucky, and the other at Fort Worth, Texas. Chicago is thinking about building one. In New York City, besides the Psychopathic Wards of Bellevue and Kings County Hospitals, the Riverside Hospital on North Brothers Island is about to be opened for teen-agers. All others lack proper facilities for the treatment of juveniles. The list of patients awaiting admission is unfortunately long. They need immediate attention; for while they are hospitalized and being cured, they also stop infecting others. Neither ordinary physicians, nor the usual hospital clinics, can offer effective cures. Only institutions properly staffed and equipped can answer the purpose.

The third weapon at our command is education. The efficacy of this method has been questioned by the U.S. Narcotics Bureau. It believes in the hush, hush policy, and advises that the topic be not discussed with youngsters, as you only put ideas into their heads, and arouse a morbid and uncontrollable desire to try anything once, especially what has been described as a wonderful thrill. This point of view was expressed by George H. White, Supervisor of the Bureau of Narcotics for the New England States, who in the Town Meeting of the Air on July 10, 1951, on "How We Can Stop Making Drug Addicts of Our Children," said:

"Medical and religious authorities agree that an unhealthy curiosity would be excited in potential delinquents by improper education. Healthy-minded children do not require such instruction. No one has suggested juvenile training programs to suppress prostitution; there is no more reason for such anti-narcotic education."

With this point of view of sweeping the dirt under the table and pretending it's not there, I fully disagree. I agree with Dr. Victor H. Vogel, Medical Officer of the Federal Hospital at Lexington, Kentucky, and Howard Whitman, author of "Terror in the Streets", both of whom

believe that properly presented educational material should be given in the junior and senior high schools, so that we may reduce the number of young people who want to take drugs.

Educators in New York City heartily endorse this recommendation. They feel that the blame is partly theirs when so many of our young people say, "If I had only known about this when somebody in our school said to me, Try this; don't be chicken."

In just the same way as the dangers of alcohol, tobacco, venereal disease, and communism are discussed in the open, they have decided that narcotics should be a topic of instruction, so that our pupils will know how the disease is caught, transmitted, treated, cured, and avoided. The motto is, "Put the cards on the table and attack the problem openly, frankly, and courageously." As one of our Assistant Superintendents, Clare C. Baldwin, said at an Academy of Medicine meeting on March 8, 1951, "It is my considered opinion that the time for a direct educational assault on this problem has come."

In this attempt to prevent and cure, investigators were placed in many of our schools where there were suspicions that marihuana and heroin were being used. Young-looking detectives of approximately upper school age, and of both sexes, were registered as pupils. They remained in school for months following a regular program and mingling with their fellow-students in the halls, classrooms, playground, cafeteria, and toilets. Hundreds of suspects were picked up for further investigation and, when advisable, were sent to hospitals for treatment.

All the teachers were alerted. Instructions were issued to them so that they would have a sound basis for their suspicions. They were told to watch especially for selfish, unhappy, non-conformist, anti-social, emotionally disturbed students, who showed marked loss in weight, who are chronic truants, who are members of gangs, who lack inhibitions, who suddenly become hilarious, who indulge in day-dreaming, who may be found to have in their possession an eye-dropper, syringe, or hypo needle, who suddenly fail in their school work, and who frequently leave the classroom to go to the toilet. Those suspected are reported to the school nurse, school physician, or to the Chief of the School Health Service of the Board of Health.

In addition, an excellent course of study was prepared by 36 members of the educational system. The 26-page pamphlet is entitled, "Suggestions for Teaching the Nature and Effects of Narcotics, for Use in Grades 7-12." Among the suggested topics for consideration are:

1. History of narcotic drugs.
2. Legal use of narcotic drugs by physicians.
3. Forms in which the illegal use of narcotic drugs may be introduced.
4. Purpose of legislation controlling the manufacture, sale and distribution of narcotics.
5. Information concerning international, Federal, state and local laws for narcotics.

6. Manner in which some persons become introduced to habit-forming drugs.
7. Manner of dealing with situations leading to use of narcotic drugs.
8. Effects of narcotics on general health and social behavior.
9. Causal relationship between crime, delinquency, and the illegal use of narcotics.
10. Effect of addiction upon one's chances for success and happiness.
11. Dangers of self-medication and use of barbiturates.
12. Attitude of society toward addicts.
13. School as a source of authentic information or guidance.
14. Treatment and rehabilitation agencies.
15. Individual, group, or gang loyalties as factors in the initiation of drug addiction.

In addition, through this course of study and other reports and bulletins, many valuable suggestions have been made to the schools. The most important of these are:

1. Group and individual health counseling of pupils.
2. Staff and group conferences, to which physicians, psychiatrists, and specialists in the field of narcotics are invited to address the teachers.
3. School-community program for education of adults should be organized. All co-operative agencies may be enrolled—P.T.A., Mothers' Clubs, School Health Council, Civic Associations, Chambers of Commerce, School Welfare Council, Juvenile Aid Bureau, Police, Hospitals, Board of Health, Social Workers, Physicians, and Psychiatrists.
4. Emphasis on importance of wholesome family life and moral training.
5. Classroom instruction need not be limited to Hygiene and Health Education. The subject finds a place in Biology, Chemistry, English, Civics, Current Events, History, Commercial Law, and Home Economics. In addition, we can also make use of assemblies, school paper, and home-room periods.
6. Use of other related activities such as, collecting newspaper and magazine articles dealing with narcotics.
7. Dramatizations of situations in which a youth might be approached to try narcotics and how he should react. Theme: "A young addict is just a sucker for the pusher who is getting rich at his expense."
8. Preparation of reports, charts and graphs showing increase of drug addiction.
9. Invitations to well-qualified speakers to address groups.
10. Installation of question box in which pupils may submit questions or topics for discussion.
11. Preparation of script to be used in a simulated radio broadcast.
12. Preparation of bulletin boards and other exhibits.
13. Writing of articles for school newspaper.
14. Preparation of a bibliography on drugs and drug addiction.
15. Writing of compositions (anonymous and typewritten) on "What I Know About Narcotics" and "What I Should Like to Know About Narcotics".
16. Use of a 16-page "comic" book called "Trapped" prepared by the Committee on Narcotics of the Welfare Council of the City of New York, produced by Columbia University Press and Harvey Publications, Inc.
17. Use of narcotics as a subject of discussion for the monthly meeting of the Biology Teachers Association and other similar groups.
18. Organization of student help in reporting local violations. Through a group of young vigilantes, help may be obtained in combatting the

growing menace of drug addiction among teen-agers. They know sometimes more than the police about what goes on in candy stores, luncheonettes, jive joints, pool parlors, corner hangouts, and cellar clubs.

19. Use of Visual Aids. Documentary Films not lurid but factual, depicting horrible effects of narcotics, and painful treatment in hospitals; also television program of the Board of Health.
20. Use of transcripts of actual case histories.
21. Study of habit formation from the point of view of the horrors of drug habituation, and the dangers of the first step of a series into oblivion.

On the positive side, much can be done. As young people suffer from emotional starvation and seek new thrills, the school should try to keep pupils happy by providing opportunities for normal good times through a rich extracurricular program.

As the result of all our efforts, I believe a good beginning has been made in New York City and perhaps half the battle is won. There has been a noticeable decline in the number of juvenile drug addicts during the past year; but there is much more to be done. New York City plans to carry on its fight with courage and steadfastness to teach our students that they, like emotionally mature people, may also have difficulties to face; but like the elders they respect, they must solve their problems intelligently, make normal adjustments, and make the best of all existing situations.

Group VI (Tuesday)—TOPIC: In What Ways Can the School Develop Good School-Community Relations?

CHAIRMAN: C. M. Withers, Principal, North Plainfield High School, North Plainfield, New Jersey

INTERROGATORS AND CONSULTANTS:

Merritt C. Nauts, Principal, DeVilbiss High School, Toledo, Ohio

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IN WHAT WAYS CAN THE SCHOOL DEVELOP GOOD SCHOOL-COMMUNITY RELATIONS?

F. T. DOBBS

DURING this time allotted for this topic let us consider the following:

- I. What is a community and who will take part in the good community relations program?

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- II. Duties of the administration, staff, and faculties in the program.
- III. What part should the students themselves play in this plan for a good community relationship?
- IV. Participation of the parents or guardians of our boys and girls.
- V. Professional organizations in our community and their contribution toward a good community relations program.

WHAT IS A COMMUNITY?

As stated in *World Book Encyclopedia*, "A community is a group of people who depend upon each other." Each member expects the others to do things for him. He also knows that they are counting on him to do things for them. In a broad sense this community might cover the face of the earth, but in keeping with the topic at hand let us limit our community to the boundaries of the school district. In pioneer days the family was the most important community. It is still the first community most people learn anything about. If this be true, happy homes are the first prerequisite to a good community. Happy homes make happy and congenial neighbors. Though your next door neighbor be a bitter rival and competitor in business it is necessary to be congenial in community spirit.

In the breakdown of the local community the children have been the losers. They are also the greatest hope for rebuilding the local community spirit. By nature we all want the best there is for our children. Therefore, we should forget greed, race, politics, and religious prejudice for their sake. The community consists of all the people who live in its boundaries and each individual should take part in the activities that are to develop a good community relations program.

THE SCHOOL AS A COMMUNITY PROJECT AND DUTIES OF THE SCHOOL PERSONNEL

We often hear people refer to "the little red school house," which is an endearing term for the little one-room school of the earlier community. This school was dear to them because it was the meeting place for all activities of the small community where people came together, played together, worked together, and worshipped together. It was the place for political meetings, farm meetings, and special holiday programs. Naturally we have lost those closely knit ties through consolidation of districts and expansion of boundary lines, but why? It is up to school boards, superintendents, principals, and teachers to reconsolidate the community spirit as well as to consolidate the school districts.

To do this we must have a good program to sell. Plan a good public relations program. Fisk suggests that a superintendent or principal (1) Educate himself and his staff as to what the best schools are doing; (2) Attain a thorough knowledge of what his present situation

is; (3) Be able to evaluate the present understandings of his public concerning what schools can do.

Good public relations should begin internally. Principal, faculty, and students must take an active part in acquainting the public with the schools. I'm afraid that parents feel that the only times they are welcome at the school are when they attend PTA, join in some special drive for additional funds, work on some school project, or consult with faculty members because their son or daughter is in trouble or has failed to make passing marks.

Let us declare open house and get the public interested in coming to the school house as he did to the little red school. Let us put out the welcome mat and give them a friendly greeting upon their arrival. We have little trouble getting our football stadium or gymnasium filled for the annual classic with the rival teams. If it takes other forms of entertainment to get them there, let us try to provide it. Encourage use of the buildings for civic meetings or for community gatherings.

We boast of the fact that we are just a few hours from our neighbors across the sea. Have we emphasized the fact that almost any family can reach the present school center today more quickly than they could walk to the little community center of yesteryear? Have parents been given a cordial welcome? Do they actually feel that they are a part of the community? If not, is it because we have failed as host?

Give patrons a part in planning the school program. Let us not forget that a person learns to the extent that he can function properly and efficiently in his general work situation and in his life as a whole. Most parents know their youngsters better than school officials do, and they should have a part in planning the program for the training of their off-spring. As far as possible provide expert guidance that will be available to parents as well as to students whereby they may determine by tests of various kinds the definite aptitudes and abilities of the student. This guidance, of course, limited to patterns obtained through the testing program, should not specifically direct the student into any certain field. Rather it should give the student and his parents all information that can be made available in order that they may decide upon the field he is most suited for.

Teachers as public relations officers. The best public relations is by personal contact. No doubt we have gotten too far away from the home visitations by members of our faculties. Good teachers know all they can about the home life of their pupils. This, of course, can best be learned from visits to the home.

We are all public relations officers, either good or bad. We should take an active part in community affairs, civic clubs, churches, voters leagues, conservation clubs, recreational projects, better home movements, etc. Know your communities. Be able to talk intelligently to parents about their jobs. Show an interest in their welfare whenever

the occasion presents itself. The teachers' participation in the various community activities certainly will go a long way in forming good opinions of the school and its influence upon the community.

Living in a community as a citizen is most important. As school people let us all first be good citizens. It may be very easy for us as school men and women to become so interested in securing information that we consider vital to pass on to our students that we lose the touch and confidence of our fellow citizens. It is not enough for members of faculties to participate only in school affairs.

Nothing pleases a father and mother more than a favorable comment given by the teacher about their child. Let us strive to say something good about Johnny or Susie in short chats we have with mother or father. In my opinion it is a poor policy to discuss weaknesses of a student on the street or at a club meeting with the parent. If such a talk becomes necessary, it should be restricted to the principal's office. A discussion conducted by private telephone is a poor substitute for a face to face meeting with the parent.

The public school, like any other institution, cannot operate much in advance of, or too much behind, majority public opinion. Therefore, if we give our help and sympathetic support to other worthwhile projects in the community, we can well expect and get community support for our public schools. We must keep the people informed of the objectives, purposes, values, and needs of public education. We have in my opinion stressed the last, *i.e.*, the needs, more than the others.

Vital educational functions rest directly upon public opinion and are maintained by it. Therefore public opinion is a responsibility of the school forces. Belief indicates an opinion, and so public belief in a program may be called the public opinion supporting the program. As school people we must have a program that we believe in, in order to use our influence to bring about this public opinion.

INTERPRETING THE PROGRAM THROUGH THE STUDENT BODY

Too often public opinion may be influenced by some unfortunate instance that happens in school. On the other hand, it may be influenced by some outstanding event. Many students restrict their information to their parents to these extremes. We should use every possible opportunity to keep the public informed through our students.

Bryan suggests four ways that students may be used in our public relations program. (1) Introduced to facts about the school in order to develop understanding of what the school seeks to accomplish. (2) To convey information to parents and others. (3) To demonstrate educational methods, purposes and achievements. (4) To study the school as a social institution.

Prescott holds that everything that happens to a child has a part in shaping his interests, attitudes and actions. If a student feels that

he is living in a democratic society in school at work; if he has a part in the planning of the program; and if he is happy in his surroundings, he is the best public relations officer you have.

Pupils confide in their parents. If you have a good program they let it be known. If the objectives and purposes of the program are vague the students are the first to criticize. Then it behooves us as leaders in the profession to confide in our students. Through home rooms, clubs, assemblies, and bulletin boards keep the philosophy and objectives before the students. Through all student organizations furnish proper guidance to see that democratic proceedings are practiced. If students have a feeling of security and know that they are getting necessary training to become good citizens they will respond favorably to such a program.

I think it a good policy to seek suggestions from students throughout the year for the improvement of the school program. This may be in the form of a suggestion box, or better still, for the students to have the feeling that they can come to the office and express their desires to us as principals. Any method or means we can provide to make or cause the students to feel that they have a part in planning, the better public relations officer they are.

In conveying information to parents through students try to make them feel that they are accomplishing something worth while. They take great pride in relaying such information. As has been stated earlier, a parent gets much satisfaction out of a compliment about his son. Likewise a student beams with pride when you have an occasion to compliment his father or mother. If you want a parent to do a particular job or use his influence to put over an issue, have a conference with his son, letting him know that you have the utmost confidence in his father and that he is the only one to do the job.

We all have many opportunities for our students to demonstrate many of the activities of the school (some more than other, depending upon our particular communities) through our clubs appearing before civic groups—Glee Clubs, Bands, Orchestras, Debating Teams. Those of us who are in communities where there are radio stations have an added opportunity for students participating over the radio. You will find in most instances that the management is co-operative.

To give students an opportunity to study the school as a social institution, it is a good policy to have inter-school visitations. Let committees from the student body exchange visits with neighboring schools. Give students access to the school's facilities for entertaining purposes, especially the use of the gymnasium so they may entertain classes from other schools.

PARTICIPATION IN THE SCHOOL PROGRAM BY THE PARENTS

Much can be gained by having business or professional men or women from the community take part in our regularly scheduled classes

as well as extracurricular activities. In our own school we have had this year in some of the classes the city engineer, sanitation officer, chairman of the board of revenue, a lawyer and a state representative. These men gave the whole day and conducted classes in subjects related to their fields. Last year, in addition to many others, we had the U. S. Congressman from our district and a college president who was a history major and who had spent his tour with Uncle Sam in the South Pacific. Needless to say, students will long remember these. Many offices and businesses in our town have been very co-operative in accepting student committees or classes dealing with their particular interests.

Another project we have found to be of service is this: if the father did not feel that he had time to give for a personal appearance he would help his son work up a report on his trade or profession and have his son give it to his class. Most parents are eager to serve when called upon. They have certainly been interested to know that the students want to learn all they can find out about trades, industries, and the professions of our community.

One of our best sources of community relations is through our vocational program—Diversified Occupations and Distributive Education. Though the purpose of this program is to give those pupils who do not intend to continue in school beyond the high school an opportunity to get on-the-job training, quite often an employer takes special interest in the student and by his help and encouragement the student continues his education in some professional field.

SUMMARY

In developing good school community relations let us conclude with this thought: *The school belongs to the community.* Every citizen, student, parent, teacher, layman and professional person, whether they are patrons of the school or not, have a part in building good relations. It is our responsibility to see that they know what our schools have to offer their children and their neighbors' children. Finally, may I quote Dr. Paul J. Misner: "Good school public relations depend ultimately upon good human relations."

IN WHAT WAYS CAN THE SCHOOL DEVELOP GOOD SCHOOL-COMMUNITY RELATIONS?

MACRAE SHANNON

PUBLIC education is becoming a competitor in the market place of public buying and selling; it is in competition with industry and other governmental agencies for the material and man power needs of an

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expanding school plant necessary to take care of the normal growth of the school population, and it is in competition with other governmental agencies for the tax revenue to carry on essential development of the national education program. As the schools gain necessary concessions from government in securing critical material and in conserving or increasing the teacher force, those who are uninformed about the needs of education, those who don't care about the schools, and those who are enemies of the schools are very likely to attack education as unpatriotic in a time of national emergency. As Federal and State tax programs drain revenue from local areas, there will be an ever increasing tendency for the tax-conscious citizen to strike back. His most convenient target will be local taxation, the largest share of which ordinarily goes to the support of the public schools.

This competitive situation has in it inherent dangers to the immediate and the long-term welfare of education. Historically, free public education has been a major carrier of the national culture. While it has been so accepted by a vast majority of the American people, it has lately been subjected to increasing pressure from many sources. Some of the pressure comes solely as a result of the competition mentioned above, but much of it comes as a result of concerted attacks on public education by individuals and groups apparently in disagreement with the modern American tradition of offering free public education for every boy and girl in the land.

Certainly this is an opportune moment for those who wish to undermine our public school program. Costs of education have been rapidly increasing; people are in a state of doubt about the future; the national defense program continues to absorb tremendous sums of money and great numbers of men; scandal and corruption have become serious problems in local, state, and national governments; and the general tone of our society has become one of bewildered doubt. These conditions have combined to produce a fertile seed-bed for those who wish to take advantage of them to sow further distrust—distrust which could handicap the American school program for many years.

In this situation, we must marshal our forces to meet the attacks; but, more important, we must look at our weaknesses with a critical eye and take sensible measures to correct them. Happily, there is no complacency in us. No group could be much more self-critical than educators. Constantly we are casting about for methods to improve our work. Our interest in educational method is certainly wide; we borrow ideas one from the other and study, with careful interest, successful programs in public or private schools with an eye to possible adaptation to meet the needs in our own communities.

PRINCIPAL IS LEADER

Commendable as is this attitude of self appraisal, it is not enough. In these days of doubt, we must go forth with a positive program of in-

terpertation and, where possible, *be first!* Once the hue and cry against the school has been raised in any community, the friends of education in that community are on the defensive. When that happens, the school people have been at fault.

Our first task is to be certain that we have a program of education suitable to the needs of our communities. If we try to hide the fire when our educational programs are not adequate, we will soon discover the truth of the old saying that you can hide the fire, but you can't hide the smoke. Our task of educational leadership calls for us to know what is needed to make our schools better servants. We must be honest with our public in indicating those areas in which we fall short. While these things seem obvious they are, nevertheless, foundations upon which school interpretation must rest.

If education is even to hold ground won by years of arduous and intelligent labor, we must call to our aid the best services of leadership in every community. School personnel alone will not be strong enough to obtain the continued improvement of educational opportunity, nor can they alone hold our present position. Leaders among the people generally must become ardent advocates of improved education as one of the strongest elements in the welfare of the nation. In our country this means that citizens in each community must develop a strong corps of active school supporters.

Fortunately, we have knowledge of successful school public relations techniques at our disposal which should help us and our supporters protect the educational welfare of the students who are in or will be in our schools.

In the not-too-far distant past, school public relations consisted of a bald program of selling what the local school administrator wanted sold. The theory seemed to be based on the old drummer's rhyme:

He who whispers down the well
The things he has to sell
Will never get as many dollars
As he who climbs a tree and hollers.

Bitter experience has taught us that we must do more than "climb a tree and holler" if we are to keep the confidence of the public. Actually, our public relations program today cannot be a "selling job" at all; it must rather be a program of co-operative study to determine what is educationally best for the community.

COMMUNITY UNDERSTANDING

Ideally, all members of the community should come to a common understanding of the problems inherent in maintaining the best schools the community can support. Practically, it is impossible to include more than a very few genuinely interested individuals in even the most loosely constructed working organization. We must compromise the

ideal with the practical and develop an organization in each school district designed to tap the resourcefulness of the people of the district—an organization small enough to be effective, yet large enough to obtain the benefit of diverse points of view.

The school administrator, as the professional leader in education, has the responsibility of helping such an organization understand the basic concepts of a good program of education and of public relations. In many ways we could think of him as the strategist. In his community he should develop leaders—tacticians who have knowledge of and a belief in a sound program of education.

As representatives of the people, these leaders are then in a favorable position to help the school administrator decide what is desirable and possible in their community. As partners in the development of a program, they will assume some of the responsibility for interpretation of that program to the general public.

If interpretation is to be effective it must be based on a sound program of public relations. One of the most intelligent statements of what constitutes such a program of public relations appeared in the American Association of School Administrators' Twenty-Eighth Yearbook, *Public Relations for America's Schools*. This book and the February 1948 BULLETIN of the National Association of Secondary School Principals, *Public Relations in Secondary Schools*, could well be used as sources for study by any group dedicated to developing a program of school interpretation.

THE CITIZENS COMMITTEE

How can a community organization for the advancement of education be formed? Many school administrations have worked out plans for organizing community backing for specific tasks—carrying bond elections, new tax rates, district reorganization, etc. A few have developed permanent community councils.

The board of education can help to develop a citizens' committee by calling together representatives of various community organizations. The actual formation of a committee or "lay council" should not prove difficult.

In the elementary district and in some high-school districts the PTA can be used effectively as a nucleus of the organization of a district-wide group. In one community, in Illinois, the PTA city council called upon representatives of almost every organization in the district to form a citizens' committee to help promote interest in and an understanding of a city-wide school building program. Most groups in the city were eventually active in this relatively short campaign. Labor unions, the chamber of commerce, church groups, service clubs, even social clubs had workers representing their organizations. Out of their work grew a committee, the members of which continue their interest in the city school problem.

A SCHOOL PROBLEM

Recently the Ottawa, Illinois, high-school district faced a drastic curtailment of its educational program due to the limitations placed upon the tax rate by the state legislature. After a careful analysis of the problem, the board of education authorized Harry D. Anderson, now Superintendent of the Maine Township High School of Park Ridge and Des Plaines, Illinois, then the Ottawa school administrator, to work out a detailed program of public relations designed to obtain an increase in the tax rate through referendum. During a period of some months, the school administrator and his staff laid out a campaign which was based on one principle—get the facts and organize them in such fashion that there could be no misunderstanding.

Long before there was any public announcement of the campaign, the school staff was carefully informed of the issues; community leaders were visited and had the problem explained to them; the editorial staffs of the local newspapers were given a complete fill-in and an opportunity to suggest timing of news releases.

When this spade work had been done, the school board called on representatives of many community organizations and asked for help in carrying out the program on the basis of the obvious threat to the educational program of the community should the issue not be presented and carried. These leaders became closely identified with the program of interpretation before it was presented to the public.

The campaign was a success. That success has implications which must be recognized in planning for today and tomorrow. There was a school program in the community which, by its merit, had the interest of the community leaders. This feeling of confidence in the school was no accident. It had been developed by the school administrator and his staff over a long period of years. When we in education expect a community to organize on behalf of education, we must be producing—we must be offering a program which has the respect of the people.

FUNCTIONS OF A CITIZENS COMMITTEE

What are the proper functions of a citizens' committee? If a school administrator brings a citizens' group together to rubber-stamp his program, he is very likely riding for a fall. A citizens' committee is entitled to receive as full an understanding of the educational problems with which it will deal—be they immediate or long-range—as it is possible for the board of education and the professional staff of the school to present.

Frequently, as in the Ottawa situation, a committee is a temporary group called together to accomplish some immediate task. In such a case the school administration has an obligation to the group to explain exactly the purposes for which it was brought together. If this is well done and accepted by the group, the ground work has been laid for

mutual trust and understanding. If it is not done, the committee members and the school administration are likely to find themselves at odds—and no good will accrue to the schools.

A lay committee must understand that it is *always* advisory, that it can not assume the legislative or policy making powers of the board of education nor the administrative powers of the superintendent. Only the board of education may adopt school policy, and only the school administrator may carry that policy into operation through the professional staff of the school. A citizens' committee, then, must accept its limitations as well as its opportunities.

Accepting the limitations set forth, a citizens' committee can and may study any phase of the school program and recommend action to the board of education on the basis of its findings. Such a committee can very effectively carry back the story of the school to the people of the district. Using such media as it deems proper, the committee can publicize its findings. Its members can feel a sense of pride in supporting what they believe, knowing that their belief is founded on sound study.

Citizens' committees can very effectively come to the support of education on the community, state, or national level. We are all familiar with the outstanding efforts of the National Citizens Commission for the Public Schools, founded by Roy Larsen of *Time* magazine, and the effectiveness of its work. In Illinois, the Illinois Education Association fostered the formation of a State Advisory Council on Education made up of representatives of lay and professional groups. This organization has been found effective in behalf of the total school program of the state.

EDUCATION CLIMATE OF THE COMMUNITY

The effect of any organized effort on behalf of schools will be dependent to a large extent of the "education climate" of the community. That "climate" is conditioned. Every dinner table is a sounding board for or against the schools. What the children bring home speaks louder than many of us like to admit. Talk about school, teachers, other pupils, custodians, the principal, the team, is a daily rite in the average American home. If we allow it to be, this table conversation is the extent of the average parent's contact with the school until some "affair" brings him "to the office."

School administrators can devise programs to get to the homes a more objective interpretation of school affairs than that presented by the immature school child. An excellent opportunity for establishing contact can be set up in a pre-school orientation program. Freshman registration conferences with parents present have been effective in the Ottawa Township High School program of pre-school public relations. Under the direction of Mary R. LeMay, Director of Guidance, and

with the co-operation of Warren Shepherd, Superintendent of the Ottawa Grade Schools, and his staff, this program has resulted in keen parental interest in the high school late in the last year of each pupil's grade school experience. This early registration is followed by a two-day freshman program in the fall, one day of which is devoted to a program attended by parents. Last fall more than 85 per cent of the freshmen were accompanied by at least one parent on the first day of school. Certainly the first school contact by these parents was propitious. During the school year nearly every freshman is visited at home by his home-room teacher. These visits are set up to take place as routine and are never considered a part of the pupil control program. Early in the fall semester, the school holds a Freshman-Parents night which is presented to the parents as an opportunity to become reacquainted with the teachers of the freshmen. In the Ottawa school this year, this program drew nearly 500 people with a freshman class of 250.

Similar programs of parental contact are carried out by other high-school classes beyond the freshman year. These programs are more general in nature and are frequently a part of the entertainment program of the school. Each spring the school staff and pupils hold an Open House. This Open House is rapidly becoming a tradition in the community. Last spring over 2,000 citizens of the district visited the high school.

In addition to this constant attempt to keep in close touch with the parents of the students, the school staff carries on numerous other programs of school interpretation utilizing school publications, a regular radio program, and a rather unusual arrangement with the local newspaper, the *Daily Republican Times*. This newspaper pays two students to cover the affairs of the school on a space rate basis. The reporters are hired and controlled by the editor of the paper and work during vacation periods as regular reporters. This arrangement has resulted in excellent coverage of everyday school affairs. As people become familiar with the minor happenings in the life of the school, they seem more inclined to be more understanding of major problems which may come up in the course of time. Major press interpretation of school board policy and problems is handled through the office of the school administrator, the school director of public relations, and the editor of the local newspaper who attends the board of education meetings and has frequent conferences with the school administrator on school affairs.

The examples cited in this report illustrate but few of the things which can be done to interpret the schools to the community. No task of the school administrator is likely to bring more benefit to the school than is work done carefully to increase the understanding of the school by the people of the community. A good community-school rapport is likely to enhance faculty and student morale. In fact, it tends to lead

to the realization of the hope that every school man has for a good school appreciated and supported by a loyal and understanding community.

Group VIII (Tuesday)—TOPIC: How Can We Develop Good Administration of the Small High School?

CHAIRMAN: *L. L. Still*, Administrative Assistant, State Department of Education, Montgomery, Alabama

INTERROGATORS AND CONSULTANTS:

Edwin M. Hood, Principal, Toccoa High School, Toccoa, Georgia

J. V. Kneece, Principal, Newberry High School, Newberry, South Carolina

HOW CAN WE DEVELOP GOOD ADMINISTRATION OF THE SMALL HIGH SCHOOL?

ARTHUR P. SILVESTER

I AM truly honored today to be among colleagues from all parts of our great nation and in an assemblage where we may share our common problems and learn through the experiences of others. I am reminded this afternoon of the story of the marriage broker who had just introduced a prospective bridegroom to one of his clients. The prospective groom, taking the broker aside and hissing into his ear declared, "You faker—you swindler—Why did you get me into this mess? The girl is homely, she's old, she squints, she lisps." Interrupting, the broker declared, "You don't have to whisper—she's *deaf* too."

Seriously, gentlemen, I feel that we educators, taken as a group, have something in common with the prospective bridegroom. Too often we are sold, or nearly sold, a bill of goods in the form of educational theory, only afterwards to learn for ourselves through bitter experience that the theory was faulty and that we were the guinea pig for some philosophic educator living in an ivory tower. Coming from a secondary school, possessing an enrollment of some 140 pupils, and a teaching staff of fourteen, I find much that is good in the small American high school. I am greatly distressed by the current philosophy that is abroad in many parts of the land and which was so aptly stated not too long ago by one of my colleagues in Vermont: "It's got to be big in order to be good." I have been unable to find any evidence, statistically, that the large high school produces a better product than the small school. Likewise, I have found no conclusive proof that the large school is

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proportionally cheaper to operate. What the large school saves on salaries it more than spends on transportation. In fact, the problems created by the transportation of pupils may more than offset the popularly believed advantages of a large enrollment. Not too many years ago Louis DeJean declared in his book, *Junior Citizen*: "Thousands of schools, especially the smaller ones, are doing excellent work in making citizens." Do not misconstrue my basic idea, which is, that qualitatively the graduate of the small high school may be just as fine a product as the graduate of the large high school.

THE STUDENT COUNCIL IN THE SMALL HIGH SCHOOL

Having thus established myself in your minds as a sincere supporter of the small high school, let us examine some proven devices which can, with guidance and support, improve the morale and ease of administration of a small high school. Specifically, I think first of the high school student council. Since most schools do have some sort of student council activity, the important question is not, does your school have a council, but rather, how has its growth and development been cultivated? The question naturally arises as to what useful functions a student council can perform in secondary education. Since, through carelessness or ignorance, the term student government is sometimes used in place of student council, distrust and suspicion are aroused within the minds of parents, teachers, and administrators. Where five years ago I was somewhat skeptical of this activity—thinking it was just another club—I have now come to have a high respect for the potentialities of this student organization. Constitutions, by-laws, and rules do not in themselves assure a good council. What may you as a school administrator reasonably expect from your council? What can it do for your school? Generally speaking, where councils have been given a guiding hand by the administration, it is possible to develop a successful sounding board of student opinion. To implement this statement, a suggestion box is no more out of place in a school than a similar device in an industrial establishment. Likewise, it is possible for the principal to use the council as a testing ground for administrative ideas. A good council does need a written constitution in order that the limits and scope of its authority may be clearly defined. If care is taken in this undertaking at the time a constitution is drawn up, a great deal of friction and misunderstanding will be eliminated between the council on the one hand and the administration on the other. If the entire faculty is made aware of a council's existence, is given an opportunity to suggest improvements in a proposed constitution, and, finally, allowed to vote on its adoption before it is presented to the student body as a whole, it will do much to gain faculty support of a council's activities. However, basic responsibilities which are endowed by state statutes upon high-school principals should never be included within

the sphere of a council's activity. This principle should be clearly adhered to in the writing of any constitution by a student-faculty group.

Experience seems to indicate that it is better practice to have as sponsor a teacher rather than the high-school principal. Students in a council meeting usually are less reticent with a teacher than they would be with a principal. Actually, a principal's many responsibilities make it desirable that he should not be tied down to regular council sessions although he should feel free to visit meetings as the need arises. If the principal has groomed the proper teacher for this responsibility and there is mutual support of the council, their joint efforts will do much to assist the school in having a successful student organization. Continued tenure of a successful sponsor should also strengthen the values of the council.

One of the criticisms leveled at councils by administrators is that the council changes completely in value from year to year depending upon its student personnel. It has been observed that, if a council has set up a formalized procedure of operation, that if it is in possession of a written constitution, and that if it keeps written records of all its actions, the results will be more satisfactory and enduring than would otherwise be true. In other words, while it will be impossible to carry over all experienced students from one year to another, good procedure may and should be carried over. In obtaining a council that will be of greatest benefit to my school, I have found two additional practices that may warrant consideration. First, if a council is organized by grade rather than home room or some other device, it is then possible to weight the council with more mature students from among the upper classes. For example, our council is composed of representatives from six classes, yet fifty per cent of the members come from the upper two classes. Secondly, we have made use of the primary petition for students who wish to be on the council. In effect, then, no one is going to have his name placed in nomination for an office in the council by the action of someone else. Council membership can only result from a student initiating his own nomination. In our small school the indications are that the students like the council and council members have the confidence of fellow students, because, year after year the same underclass people find their way back on the council.

In summary, I have found the council not only a practical device to learn student opinion but most helpful in supporting school and community projects. Students are quick to respond in a co-operative school undertaking if they know that the activity is a council project. A council which has the sincere support of the principal makes it possible for the administrator to develop a smoother operating institution where there is a close spirit of teamwork and co-operation among students, faculty, and supervisors. With careful organization and adequate supervision no principal need fear the specter of student government emerging from council activities.

THE SIX-PERIOD DAY

There is a second field of endeavor related to the development of good administration, that I would mention this afternoon. It is an innovation that has been functioning for two and a half years in our high school. I refer to a six-period class schedule in place of the conventional eight-period schedule. While a six-period schedule is not in itself a new practice, its adoption is far from universal at the present time. Our change to the six-period schedule was made for several reasons. It was intended to improve the quality of classroom instruction by making possible longer units of time for organized learning; to assist the student in getting started successfully on the homework for the coming day, and finally, to facilitate the scheduling of the conventional double-period subjects.

The operation of the six-period schedule as it has affected our six-year high school is not without interest. The length of the individual class period has been increased to fifty minutes—an increase of ten minutes over the former period. In introducing this new schedule, it was intended that a portion of the class period, usually the latter part, would be used for supervised study under the direction of a classroom teacher. After two years of use, some modifications have been made from necessity in order to make the system more practicable. I will speak of some of these changes subsequently. In general, however, the six-period schedule has lived up to original expectations and has had the incidental effect of improving the administration and morale of our school. It has decreased the number of times that classes change during each school day, thus lessening the time spent between classes. In the senior high school, students enrolled in five academic subjects and physical education have only three study halls a week. Students in the junior high school, which includes grades seven and eight, have a full schedule of seven classes a day, including mathematics, English, social studies, home economics or manual training, hygiene or general science, physical education and music. Since the last two subjects rotate in the same period, it is possible to fit seven subjects into a six-period schedule. Thus, students in the junior high school generally have no regularly scheduled study-hall time. It is our experience that, since pupils of this age do not as a group make good use of study halls, their time may more profitably be invested in a full class schedule. In this respect, the six-period schedule has materially improved the level of work in grades seven and eight.

The making of the schedule for use during the coming school year involves more than the usual amount of work. Interviews are held with all senior high-school students during the winter. The purpose of the individual interview is to advise and determine the specific subjects which the student needs or desires for the coming year. Following the interviews, efforts are made to work the subjects into a schedule that will satisfy the scholastic requirements of all students. Pupils capable

of carrying five subjects are urged to undertake the responsibility. If only one student wants a subject such as third-year French or solid geometry, it is our philosophy to include such subjects in our curriculum. While large institutions may not be able to operate with such a policy, I would say that it is just as easy for the small school to be co-operative as otherwise. In making out the schedule, four periods fall in the morning and two in the afternoon. Admittedly, there is some variation in total class enrollments during the six blocks of periods in the school day. In an effort to improve the holding power of the school, I have tried to assign blocks or groups of periods to different parts of the school day very carefully; for example, I try to give everybody a first-period class in so far as possible. The result is a study hall averaging fourteen students or ten per cent of the junior-senior high-school enrollment. In scheduling the afternoon classes, I try to put my two heaviest blocks together in order to give the greatest possible number of students two classes. The result is highly satisfactory since one afternoon study hall is composed of three senior high-school students and the other has two students. Since it is no longer possible for students to have long blocks of free study-hall time, the tendency towards absenteeism is lessened. In fact, for practical purposes, absenteeism and truancy no longer exist.

The operation of the system during the first two years revealed certain weaknesses. Assemblies which rotated through each of the six periods on Friday, and did not have a fixed time, were too long. Our music program, aside from the classroom work in the junior high school, definitely suffered, since it now had to come after the close of school and in competition with such activities as basketball, dramatics, and cheerleading. Thus, in the second year of the system, there evolved a half-hour period intended primarily to accommodate assemblies and encourage the continued existence of the school's work in extracurricular music. This period has also given the junior high-school faculty an opportunity to carry out some group guidance with grades seven and eight intended to help these pupils with the principles of studying and the use of standard reference works. The re-introduction of a catch-all period has solved most of the shortcomings and defects of the original six-period schedule and at the same time has not given us all the disadvantages of the traditional eight-period organization.

There is a fundamental question that many of you are probably anxious to ask at this point! Does the six-period schedule, with its longer class time, eliminate the need or desirability of homework? Our answer would be *no*. Contrary to much current educational dogma, the faculty and administration are in agreement as to the value of homework, this in spite of some public surveys indicating its doubtful value. Approximately forty-three per cent of our graduates go on with some type of formalized education entirely apart from that of the armed forces. The absence of drop-outs among these students, from institutions offer-

ing advanced training, is some indication that our continued insistence on homework has developed a considerable degree of self-reliance as well as the ability for independent thinking. As a general rule, in those subjects requiring homework, a good start on the assignment can be made by the student in the latter part of the class period which is devoted to supervised study. Since the instructor has previously explained the nature of the problems to be encountered in mastering the assignment for the next day, the time spent on the assignment in class gives the student an opportunity to discover for himself just how thoroughly he understood the teacher's explanation of the work involved. If questions still exist in a student's mind, there is yet opportunity for the student to get the teacher's assistance before the class period is over. It is generally possible for the senior high-school student to accomplish about thirty per cent of his homework in the class period while the junior high-school student, lacking study-hall time, has a minimum of homework.

Finally, from the point of view of administration, the adoption of a six-period system is not without its problems. Teachers, accustomed to the traditional forty-minute, eight-period day, have had difficulties making an adjustment to a fifty-minute period. The tendency exists for the new or inexperienced teacher to monopolize the entire period with instruction or discussion, thereby leaving little or no time for supervised study. The effects of this enthusiasm for instruction on the teacher's part have been most apparent in the junior high school where no study-hall time is available to the students. Even experienced teachers sometimes forget and find themselves using more than the allotted time for instruction. Happily, this situation is now practically non-existent, and teachers and students alike prefer the new six-period schedule to the conventional eight-period organization.

CONCLUSION

In conclusion, I have endeavored this afternoon, in a very brief fashion, to explain how the operation of a student council may assist in the administration of a small high school, and, finally, to show just how a six-period schedule has evolved into a practical educational device for the improvement of our school through better use of students time. Sometimes I have been asked, "What do you consider the most important quality a principal should possess to insure the successful administration of a small high school?" I am reminded of a brief note written by Abraham Lincoln on the seventeenth of October, 1861, in which he stated: "The lady bearer of this says she has two sons who want to work. Set them at it if possible. Wanting to work is so rare a want that it should be encouraged." I thank you gentlemen for your kind attention.

HOW CAN WE DEVELOP GOOD ADMINISTRATION OF THE SMALL HIGH SCHOOL?

CLIFF ROBINSON

I AM HAPPY to have this opportunity to visit with you about a problem in which I am intensely interested. I have certain supervisory responsibilities in the state of Oregon which enables me to become rather well acquainted with all our secondary schools. Out there our area is large and our population small in comparison with the eastern states. The secondary schools in Oregon are characterized by being small—and I mean small. This school year we have 2 two-teacher high schools, 20 three-teacher high schools, and slightly over fifty per cent of our high schools have seven teachers or less. The range in enrollments this year runs from eight students, in a two-teacher high school in the northeastern part of the state, to slightly over 2,000, in several of the Portland high schools.

I have been taking your time to qualify myself as one who is acquainted with some of the problems of the small secondary school. I certainly agree with those who believe that potentially the small school has as great a possibility for providing optimum educational opportunities as the larger schools. It has been my observation in our state that the part of the educational program which is capable of being influenced by administrative leadership is definitely inferior to what is found in the medium-sized and larger schools. I wish this were not true, and that it were possible to correct within the immediate future. I know there are a number of things that can be done, and it is the purpose of my discussion here to explore some of the possibilities.

Mr. Silvester had his talk prepared early in December and, following Doctor Elicker's suggestion, sent me a copy which I have had an opportunity to read before preparing my own. Since he has discussed with you certain administrative techniques, I thought it might be interesting to use a slightly different approach. My solution to developing good administration in the small high school is to secure the best possible administrators for these schools. Therefore, I should like to explore with you some possibilities for making administrative training more realistic and improving the selection of candidates for these positions.

I know there is little that we can do to modify the training programs at our institutions of higher learning. I do, however, find a general awareness on the part of our college and university people of this problem and a willingness on their part to explore possibilities

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for improvement. It has been my observation that few of our administrators lack the technical skill needed to be successful administrators. Most of them can construct a daily class schedule; they can organize a program of studies; and they understand school law. They know how to make out a budget; they can organize a transportation route; and they can live through a building program. Most of them speak good "pedaguese."

The most serious deficiency, as I see it, rests in the attitudes that administrators have in regard to certain phases of their work. Most administrative problems that are called to our attention are because of administrators' inability to work effectively with their teachers, poor public relations, poor relationship with students, personality difficulties, personal problems, and inability to work effectively with their school boards.

REALISTIC TRAINING PROGRAM

It would appear that, if a training program is to be realistic, considerable time should be devoted to these areas; and, when in the opinion of those responsible for training administrators, a candidate is noticeably deficient, he should be discouraged in his preparation to become a school administrator.

One may raise the question as to how this approach can be used, especially when most of our administrators are former coaches. In Oregon we have recently discovered that all our superintendents have at one time or another been athletic coaches. This is also true of most of our men principals. As a result of new legislation, it will be necessary for all our administrators to have administrative credentials after this next July. One of the requirements is that they have twelve quarter hours of administrative preparation subsequent to their masters' degrees. Certainly with this fifth year of additional preparation it will be possible to do considerable screening of administrative material.

CAREFUL PLACEMENT

I believe that definite improvement in administration can be made through more careful placement. I appreciate the fact that each school board has the privilege of electing any regularly certificated applicant for a position. There needs to be more co-operation among the local school boards, the teacher-training institutions, and the state departments of education. I believe in the possibilities of this approach, because I have seen evidence of improvement as a result of the efforts already made in our state.

There was a time when we had a group of itinerate administrators who would stay at a small school for a period of time seldom longer than one year. Each year most of them would move. There was no element of professional advancement involved in their moves, and in most instances the employing districts did not improve the quality of

their administrative heads with the new men. There were even instances where collusion was suspected between several administrators in their shifts. What motivated most of the members of this group was to get out of their districts before they were "fired". I am happy to say that at the present time most of this itinerate group have been eliminated from administrative work in our state.

Through our supervisory program, we find it possible to confer more frequently with school boards. When it is learned that an administrative change is anticipated, it is always suggested that before anyone is elected the board request our office and the schools of education at the university and colleges to submit the names of four or five candidates whose records establish them as competent for the position. As a result, each spring we are called upon by a number of school boards to submit such a list of names.

There is also an increase in the practice of school districts' asking one or more neighboring superintendents to serve as a screening committee for applicants for a position.

I do not know how it is in other states, but in Oregon not enough consideration is given to the possibility of selecting certain types of personalities for particular positions. For example, people who enjoy the sea coast and abhor a dry climate should select administrative positions in the coastal counties rather than going to the eastern part of our state. Administrators who like hunting, fishing, snow, and winter sports would be in a paradise if they had positions in Eastern Oregon. One who does not enjoy any of these activities should be hesitant about accepting a position in the areas affording them.

We have a number of schools that are quite isolated, and it is unfortunate when decidedly gregarious people accept positions in them. Yet, in some of our city schools, we have administrators who would prefer to work in this type of community. We have a number of small, quiet towns inhabited mainly by farmers and small businessmen, most of whom go to church on Sunday and indulge in a minimum of commercial night life. It is unfortunate when administrators who are somewhat negligent in church attendance, who smoke where and when they please, who take an occasional drink, and who are sophisticated in their selection of entertainment accept positions in one of these places. Many of them do, and, quite frequently because of these differences in habits and philosophy, it is impossible for them to win the respect and confidence of the members of their communities.

We talk a lot about the counseling and guidance programs in our schools. There is no question but what a valuable service is rendered to our students through these programs. We talk about eliminating the "square pegs in round holes." In my opinion, the same principle can be applied to the selection of administrators. We have all types of administrative positions, and we have administrators with many types of personalities. Any improvement in the matching of administrators and

positions will result in happier situations and, consequently, in improvement in the quality of administration.

ROLE OF WIVES

More and more, I become impressed with the importance of the roles that wives of administrators play in the efficient exercise of the functions of their positions. I am sure all of us can cite instances where well-qualified men have failed in their administrative roles because of the inability of their wives to adjust themselves to the social conditions of the communities and because of instability within their own homes. I can also cite a number of instances within my own experience where outstanding administrative success is partially the result of the man's having a wife who understands the many problems of the administrator, and who, in her own right, has made a contribution to the educational program of the school and the social responsibilities of the community.

Many industrial leaders have found it advisable to use the "team" concept when employing key men in their organizations. They have learned that much of the success of their men is dependent upon the abilities, attitudes, and understanding of their wives. If I were a board member entrusted with selecting candidates for an administrative vacancy in my district, I should weigh well the qualifications of the wife.

LONG-RANGE PLANS

In Oregon we are beset with the problem of an excessively heavy administrator turnover in the small schools. It occurs to me that one factor in improving administration in the schools after good administrators have been employed is to develop good programs. The length of time that one should stay in a particular position is a personal matter, but it is obvious in those schools where there is a rapid administrative turnover that there is almost no long-range planning, and that very little is being done except "school keeping."

Anything in education that is worth doing is worth taking the necessary time. The development of proper ideals and attitudes on the part of students and staff members, a public relations program, or a curriculum program often takes as many as five years to get underway. It is impossible to do any of these things and many of the other activities characteristic of good administration if there is a change in administrative leadership every year or two.

BETTER SALARIES

As a further aid to improving administration in the small schools, it is necessary for the local boards to take a realistic viewpoint toward salaries paid their administrators. If it is desirable for students attending small high schools to have as good educational opportunities as

those in the larger schools, then it is important that every effort be made toward securing administrative personnel whose leadership can provide such programs. An important factor in the selection of competent people and retaining their services is the payment of attractive salaries. In the past, many school boards have been "penny-wise and pound foolish." A good administrator ordinarily returns far more on the investment of the local district his second and third year of employment than he does his first. After the first year he knows his community, student body, and teaching staff far better, and he is in a position to make improvements in the program of the school. This principle is recognized in industry, and this is taken into consideration when making out their salary schedules.

Usually school board members have considerable skepticism about paying what they consider to be excessively high salaries to men who, as far as they are concerned, have not proved themselves. There seems to be merit in developing and publicizing a salary policy that starts out modestly but carries annual increments that are decidedly attractive. School boards of small districts can also improve the tenure of their good administrators by granting long-term contracts after a one-year period of probation.

IMPROVED RELATIONSHIP WITH BOARD

It is also necessary to take steps to improve the relationship between the administrators of small school districts and their boards. I have visited with some high school principals in our small communities who are not invited to attend board meetings. One fellow told me that the only time he was present at a board meeting while he was in a particular community was when he was hired. Since he was able to find a better job for the following year and tendered his resignation early, it was not necessary for him to attend the second "open" meeting usually reserved for "firing" the principal. We have found that many of the administrative problems in our state center in this area. Unfortunately, much of it is the result of the administrators' own actions.

Administrators should be impressed with the fact that much of the responsibility for running a school is legally vested with the school board, and authority is delegated to the administrator by the board. I do not believe it is entirely unreasonable for boards to be interested in those phases of the program for which they are held legally responsible, and I am not entirely unsympathetic when they almost jealously guard their prerogatives. I believe it is the responsibility of the new, and sometimes inexperienced, administrator in a position to accept the policies of the school board and go along with their wishes until such a time as he can demonstrate his own competency in educational leadership and then more authority might gradually be delegated to him.

Many times I have seen administrators go into a community and completely disrupt the educational program and alienate the confidence

of the school board members and the patrons of the district by insisting upon certain personnel changes, changes in the program, and other practices guided by personal whims rather than by following sound educational procedures. As a result, quite frequently the district would look for a new administrator before the end of the year. Then, the next man also had ideas which, while not in agreement with the *mores* of the community and the policy of the school board, were different from his predecessor's. As a result these small schools are kept in constant turmoil.

It occurs to me that it is important to develop a basically wholesome attitude in the minds of our young administrators toward proper relationship with their school boards. Perhaps, what I am suggesting is asking a maturity and judgment level that is beyond those that are gaining their first administrative experience. Sometimes, some administrators, because of their personalities, never accomplish it.

SUMMARY

In summary, I should like to point out that, in my opinion, the best way to improve administration in small high schools is, first of all, to attract the best-qualified administrators that is possible to employ for these positions, and then, secondly, make every possible effort to keep them long enough for them to develop good programs. Steps in this direction should include a more realistic training program, more emphasis on proper placement, prolonging tenure through better salaries, and improved relationships with their school boards.

See the April, 1952, issue of THE BULLETIN
for the balance of the Proceedings of this
Thirty-sixth Annual Convention of the NASSP.

Group IX (Tuesday)—TOPIC: What Are the Most Significant Functions of the Six-Year School?

CHAIRMAN: *Harry P. Cooper*, Assistant Superintendent in Charge of Secondary Education, Minneapolis Public Schools, Minneapolis, Minnesota

INTERROGATORS AND CONSULTANTS:

Clyde Shields, Principal, Waukesha Junior-Senior High School, Waukesha, Wisconsin

A. E. Wright, Principal, Cumberland High School, Nashville, Tennessee

WHAT ARE THE MOST SIGNIFICANT FUNCTIONS OF THE SIX-YEAR HIGH SCHOOL?

MARTIN M. MANSPERGER

GENERAL education is the unifying element in the program of education for all boys and girls in the six-year high school, calculated to provide the growth and development essential to efficient achievement and competence in society.

Among the necessary kinds of growth and development are those needed by all boys and girls in grades 7-12 to carry on the responsibilities of democratic situations, home living, economic activities, personal and community health, and leisure and cultural pursuits and activities.

If the purposes of general education in the six-year high school are fully implemented, the program will give boys and girls plenty of practice in good thinking and broad opportunities to acquire knowledge, skills, and ethical values leading to acceptable behavior as individuals and as citizens.

The implementation of the program of General Education will provide for functional guidance service; extension and development of the practical arts to furnish rounded experiences for the general student; extension of civic education to include the major problems of democracy; improving opportunities for accomplishment in the tools and skills; and opportunities for educational and social planning by pupils, parents, and teachers.

FUNCTIONAL GUIDANCE SERVICE

A functional guidance program for the six-year high school will include among other things an extensive testing program for all stu-

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dents. In one large six-year high school on Long Island, this testing program starts with pre-testing in the sixth grade of the elementary school, and as a result, each boy and girl comes into the seventh grade with Intelligence and Standardized Achievement test scores which become a part of the permanent record of each pupil and are made available to all teachers. Early in the school year these pupils are given a standardized reading test to determine reading deficiencies due to physical defects, and poor comprehension, and low reading speed. Pupils found deficient in reading speed or comprehension, are scheduled for special help in remedial reading classes. This program consists of directed reading, oral reading, phonetic drill, spelling, word dictation, and flash meter practice. All pupils in grades seven, eight, and nine have the benefit of this remedial reading program.

In the sophomore year, a battery of tests are given to all pupils under the direction of the guidance counsellors. This battery includes Numerical Ability, Space Relations, Mechanical Reasoning, Verbal Reasoning, Clerical Speed and Accuracy, Language Usage, and Abstract Reasoning. Scores received by pupils on each of these tests are interpreted by the guidance counsellors and are brought to the attention of students and parents by means of a formal interview with the guidance counsellors during the evening hours in the high school office.

In the eleventh and twelfth grade, the Kuder-Preference tests are given to all pupils with very satisfactory results in determining the major interests of pupils in these grades. These tests have been found to be very helpful in advising boys and girls who plan to enter college and business immediately following graduation from high school.

Supplementing our testing program, guidance classes are scheduled for all eighth grade pupils. Pupils of all grades of the six-year high school are advised by means of a personal interview with guidance counsellors with regard to personal schedules, college entrance requirements, scholarships available for college study, business opportunities for those not going to college, and opportunities available in the various branches of the Armed Services.

EXTENSION AND DEVELOPMENT OF PRACTICAL ARTS TO FURNISH ROUNDED EXPERIENCES FOR ALL STUDENTS

The exploratory experience provided for the pupils enrolled in the lower grades of the six-year high school do much to give a rounded experience for all students in these classes. Household Arts, Industrial Arts, General Languages, Art, Music, Science, and General Mathematics courses lend themselves especially well to this type of experience.

Supplementing these exploratory experiences, all pupils are benefited by the activities of the Future Homemakers of America, Fashion Shows, and Annual Exhibits in which all students participate. The

correlation of experience received in the Practical Arts with subject matter in the academic field holds great promise for a more completely rounded experience for each and every boy and girl in the six-year high school.

EXTENSION OF CITIZENSHIP TRAINING TO INCLUDE MAJOR PROBLEMS OF DEMOCRACY

Many of our best six-year high schools have an activity program which includes all boys and girls in grades seven, eight, and nine. One Junior High School in Westchester County, New York, gives one hour each week to planned activities outside of the regular class work, under the supervision of a teacher especially trained for this work. Through these experiences boys and girls become thoroughly acquainted with democracy in action. Many of these activities develop into hobbies in later life. All students are acquainted with the Roberts' *Rules of Order* and have a chance to practice their use in a democratic situation.

Problems of democracy taught in the classroom are supplemented by one or more of the following activities: Student Councils, Courtesy Squads, Traffic Squads, Physical Education Leaders, boys and girls student committees in charge of the high school assemblies, Future Homemakers of America, Hi-Y groups, etc.

IMPROVE OPPORTUNITIES FOR SUCCESSFUL USE OF TOOLS AND SKILLS

In this area of General Education in the six-year high school, the present trend toward work experience under the supervision of the school holds great promise. In New York State much is being done along this line in the field of Distributive Education. Boys and girls who enroll in these courses get practical experience in the operation of a student store where a wide variety of skills and business tools are used. In these stores every phase of store operation is experienced, starting with the ordering and checking of supplies to the sweeping out of the store at the close of the day. All pupils enrolled in these courses may secure a job outside of school where he works under the supervision of a co-ordinator who is a regular member of the faculty, usually in the Commercial Department. All students enrolled in these courses receive double credit—one unit for class work and one unit for work experience outside the class.

In many schools these work experiences take the extreme form of allowing boys and girls to attend regular class sessions three days a week and then work in the factories, shops, and offices on the two remaining days of the week. Under such a school program, full credit is given to pupils on the basis of the marks received in the regular class work as well as the ratings given by employers who permit students to work under their supervision during the school week.

Most six-year high schools also give pupils an opportunity to use the tools and skills of education by printing weekly newspapers, year-books, board of education publications, printed programs in the school print shop, building stage scenery for school plays, putting on teas in the cafeteria for PTA groups and teachers, *etc.*

PROVIDE OPPORTUNITIES FOR EDUCATIONAL AND SOCIAL PLANNING

Student-planned assemblies and commencement programs are successfully used by many six-year high schools in giving students experience in educational and social planning. The modern six-year high school will provide students with a wide variety of experiences in social and educational planning by means of the discussion groups in English and Social Studies, Current Event Clubs, Debate Clubs, Forum groups, *etc.*

In New York State, the teachers are given the legal right to act in an advisory capacity in determining the school policy with special reference to the rating of teachers, salary increases, *etc.* Many high-school principals in New York State have broadened the functions of these Merit Rating Committees and have used them in determining general administrative policy effecting the educational program of the six-year high school.

Parents are being encouraged in the best high schools to give their time and experience to serve with the superintendent of schools and the high-school principal, in social and educational planning in the community. The most promising of such groups are those working under the National Direction of Mr. Roy Larsen, President of *Life Magazine* and Chairman of the National Citizens Advisory Committee. These committees are being encouraged in their efforts by wide-awake school administrators, and they are doing much to help the schools in general and the six-year high school in particular in meeting the general educational needs of secondary education.

WHAT ARE THE MOST SIGNIFICANT FUNCTIONS OF THE SIX-YEAR SCHOOL?

IRVIN F. YOUNG

IN CONSIDERING this subject, one naturally must not overlook the ultimate and definite goals of any school—to provide the best possible conditions for the pupil's growth both in his own individual life and toward his more responsible membership in a democratic society. That is the aim—to help boys and girls grow into happy, self-supporting, co-operating American citizens. This word *happy* opens the whole

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question of the purpose of life on this earth and involves every human activity, all human knowledge and wisdom, every kind and sort of religion, and every man's capacity to love, enjoy, learn, work, and find satisfactions for his wants, needs, desires, impulses, whims, *etc.* In short, it is so all embracing, this word, that it is confounding.

The modern secondary-school curriculum must prepare young people to live happily but also effectively. It must not only give adequate training in the fundamental and basic skills; it must also give usable knowledge in terms of citizenship, home stability, vocational training, consumer education, personality development, and economic responsibility. The curriculum must give boys and girls the will, the desire, and the ability to contribute liberally to our democratic society. This goal naturally challenges the very best efforts of teachers, administrators, and the community supporting the school program.

If we agree that one of the prime purposes of all education is to help pupils to develop their capacity to use their thinking powers, it follows that the high school must put special emphasis on students becoming increasingly articulate, that is, more and more able and willing to find some worthwhile ideas to express and more willing to do the work necessary in learning to express them. It makes little difference whether the student is explaining a problem in geometry or writing a poem in English—he must learn to express his ideas either in words or in some other kind of language, if he is to be articulate. Since the most commonly used symbol of expression is the word rather than the mathematical or the musical symbol, the conclusion is that the whole school staff must be responsible for the development of this ability. We feel the longer period of time provided in the six-year organization affords more opportunity for the student growth and expression.

We, in our own school, West High, feel that education in a democracy should develop in each individual the knowledge, the skills, the ideals, the interests, the attitudes, and the habits whereby he will find his place in society and adjust himself to the end that he may improve this same society of which he is an integral part.

We feel that pupils should have unusual opportunities for friendship, for service, for leadership, for achievement, and for the development of Christian character. Pupils accepting these opportunities so generously afforded by the community should also assume the responsibilities of returning a large measure of loyalty, industry, co-operation, and citizenship. We believe that students' behavior is a test of our aims for improved citizenship while they are members of our student body.

Effective education of our youth is the keystone to our continuance as a democratic nation. I keep thinking of a part of the ritual of the National Honor Society which is, "...you too, like the keystone, will

so uphold the structure of our education that it will be firm and true to the noble and endearing virtues of life and that, like the flaming torch, you will bear forward the searching light of truth that others may follow in your light."

Most certainly our graduates must continue to build the structure of our American citizenship and carry forward the banner of truth if we are to survive as a nation.

In considering the most significant functions of the six-year school, it seems logical to classify them into three main categories, namely: economy of operation, administrative advantages, and educational opportunities.

ECONOMY OF OPERATION

The six-six plan makes a high school economically possible in many communities where there are not enough pupils to justify separate junior and senior high-school buildings, or even a four-year high school under the eight-four plan.

Schools enrolling fewer than 500 pupils above grade six are most likely to find the six-year plan very satisfactory to meet their needs. The combination junior-senior high-school organization permits the following economies:

The combination of one large building rather than two small ones lends itself to a more efficient type of plant construction, resulting in less expenditure for repairs; lower everyday maintenance for light, heat, and cleaning; and decreased cost for operating employees, particularly firemen and engineers. The full daily use of entire school plant also utilizes all regular class rooms. It provides for a common use of expensive rooms and equipment, library, home economics, industrial arts, music, art, visual aids, science laboratories, cafeteria, study rooms, and the gymnasium. This results in the probability that almost twice as many pupils have opportunities to use valuable and expensive equipment as might otherwise be afforded. Utilization of teachers in all grades provides a saving in the cost on instruction. There are fewer very small classes of required subjects resulting in decreased cost per pupil.

Brick, stone, mortar, asphalt tile, soundproof or absorbing walls, public-address systems, and limed-oak furniture do not of themselves guarantee a good six-year school. There must be spirit, morale, a principal and staff who believe in, understand, and are therefore sympathetic to the problems and needs of all pupils—a staff willing and ready to make the school pupil-centered as well as subject-centered. Otherwise, the economic savings toward greater human relationships have been lost in the total picture.

ADMINISTRATIVE ADVANTAGES

In addition to economy of operation, there are many administrative advantages, one of which is the employment of one principal-administrator.

This saving also avoids one of the problems of division of leadership where different viewpoints must be reconciled. One principal will be able to devote all or a large part of his time to administrative and supervisory, rather than instructional duties. The principal is perhaps the most important single factor in determining how good a school will be. He can be the bottleneck or the spark plug who, on the one hand, impedes progress, or, on the other hand, stimulates a staff to develop a high-quality school.

We also find many advantages with reference to the staff. By having a six-year school it almost automatically develops that there is better articulation between the two divisions. There can be more effective use of the teaching staff, as the need arises.

There is a very definite articulation and co-ordination of learning experiences all through the six years, owing to the fact that members of the teaching staff serve in the same department in both schools. The resulting professional growth of staff members, their getting out of subject-matter ruts and onto the broader "educational highway," is a gratifying result of this increased articulation and co-ordination.

The six-year plan with its larger faculty provides more opportunity for growth in professional ability, not only because teachers may function at different grade levels, but also because more ideas can be exchanged, more points of view examined; and better faculty relationships, both personal and social, can be fostered. This plan also affords a greater opportunity to do a good educational job because the faculty can find out together what it wants to do and then work out plans over a longer period of time.

Schedule-building is simplified in one school. The schedule can be built as an integrated program; junior and senior classes can be organized to the best advantage.

One school can serve as a core for community spirit, rather than two schools each with their respective spheres of influence. For example, the school in our community is West High School not West Junior or West Senior High School. Most of the activities and interests of the community are more likely to be centered in the school, since it is serving both junior and senior divisions.

The six-year school provides for community activities, community loyalty, community thinking on education and better public relations, including the dissemination of literature relating to the school. There is continuity to the various clubs, "drives," etc., put on by either division of the school. Pupils in the junior division subscribe to the school paper and purchase the school annual. Seventh, eighth, and ninth graders' attendance at varsity athletic events makes for better school spirit.

With a six-year school we find the relationship of the Parent-Teacher Association improves. Where normally there is a lag in the senior division as far as interest in Parent-Teacher work and its

activities are concerned, an increased interest is developed because both junior and senior divisions are housed in one building and operate as one school. We also find a greater united interest in our own school on the part of the various community organizations, such as, Kiwanis, Lions, Boosters, Hilltop Business Association, churches, etc.

An outstanding principal and a superior staff, working in one of the finest buildings, located in the best section of any city and supported by the entire community, will not of themselves make a good school. Everyone concerned must focus his interest on the pupils so they are subjected to a functional high-school education which gives first consideration to personal growth and development. This brings us to our third and most important function of the six-year school.

EDUCATIONAL OPPORTUNITIES

One of the most important functions of the six-year school is the provision afforded in offering an integrated guidance program. Dr. Super defines vocational guidance as "the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into a reality, with satisfaction to himself and benefit to society."¹

In the light of such a definition, certainly the function of the six-year school would be to assist students to make intelligent decisions regarding their present educational and vocational opportunities and to prepare them to make future educational and vocational decisions.

Guidance teachers in the combination school can co-operate in developing a united plan to follow pupils all through the six years. Guidance is an outstanding tool used in the program of the present-day secondary school. It should be concerned with the "whole" pupil, not only with his intellectual life. *Guidance should be a continuous process throughout the school life of each pupil.* Guidance is as much a part of the services of a high school today as is the teaching of a class of any subject.

In the six-year school there is just one psychological adjustment by the pupil to the "new" school. Accordingly, there is no serious step-up from the ninth to the tenth grade. No matter how carefully the transition between junior and senior high school is arranged in the three-three plan, there is an inevitable period of adjustment for each youngster during which he must again identify himself in a new school organization. All pupils being in the same building, they are already well-oriented.

Since pupils do not change schools at the end of the ninth grade, the number of drop-outs decreases and more students are encouraged to

¹Super, Donald E. "Vocational Adjustment: Implementing a Self-Concept." *The Vocational Guidance Journal*. November 1951.

continue in school. In a six-year school, a pupil is more likely to remain a distinct individual in the eyes of the entire staff over a longer period of time.

Provision is also made for a wider range of extra-curricular activities. Pupils meet in clubs, student councils, athletic events, campaigns, contests, music and dramatic productions, *etc.*, as well as in regular classes. All of these activities are factors in improving orientation.

Another important factor to be considered is the problem of the three-three plan where pupils fail one or two ninth-grade subjects. This is readily taken care of in the six-year school, since pupils can carry both ninth- and tenth-grade subjects at the same time.

Greater opportunities are afforded in the six-year school for subject choices; for example, our ninth graders have a choice of three languages, whereas, many junior-high schools offer only one foreign language. Then, too, the six-six offers a much wider range of music activities, band and orchestra, and vocal and instrumental ensembles for all pupils enrolled. At present, approximately 50 percent of our marching band and our orchestra are pupils enrolled in the eighth and ninth grade. This alone creates a keen interest on the part of the pupils enrolled.

Richer opportunities can be provided for the slow learners. In our school we have special classes of not more than fifteen taught by specially selected teachers. Pupils in the six-year school have unusual opportunities to participate in assemblies. Talented pupils may be used in assemblies for both divisions. The alternate assembly program also offers a plan for the junior division to be working on guidance in the homeroom while the senior division is having an assembly. When the junior division is having a program, the senior group might be having class meeting, Y-Teen meeting, testing programs, *etc.* Older pupils in the school are given opportunities to develop leadership under the supervision of teachers. For example, we often have twelfth-grade pupils, members of the Future Teachers of America, take over the teaching of a seventh grade class.

Fifty years ago we had few automobiles and television was unknown. We had very few telephones and electric lights, no aviation, few paved roads, knew nothing about the atom bomb. Statistics show that nearly half the married women of today are employed. Family life has changed. These two factors alone help to create enormous demands on the emotional life of its children. Secondary schools, as well as homes, have a real responsibility as well as a golden opportunity to guide youth through day-to-day experience to the end that they will become happy, well-adjusted, useful citizens in our American way of life.

Time does not permit any discussion of the important disadvantages of the six-year school, chief of which, to my mind, is the tendency

of the pupils of the lower grades to take on an air of sophistication early in their high-school life. The significant advantages of the six-year school are threefold: economy of operation, administrative advantages, and educational opportunities. When we bring all of these important factors together we should not be unmindful of the simple fundamental purpose of our school—to create conditions that will produce useful, happy, human beings that they may become good stable American citizens.

STATUS OF THE SIX-YEAR HIGH SCHOOL IN OHIO

I am indebted to Mr. R. M. Garrison, Director, Division of Elementary and Secondary Education, Department of Education, State of Ohio, for the following statistical tabulation which shows the organization of the high schools in the state of Ohio for the past twelve years.

NUMBER OF HIGH SCHOOLS IN OHIO

<i>Types of High School</i>	<i>Senior</i>	<i>6 Year</i>	<i>4 Year</i>	<i>Junior</i>	<i>Vocational</i>	<i>Totals</i>
<i>Exempted Village</i>						
1951-52	3	43	24	4	....	74
1940-41	2	43	37	2	....	84
<i>Private & Parochial</i>						
1951-52	1	16	124	3	....	144
1940-41	0	16	118	2	....	139
<i>City Districts</i>						
1951-52	44	57	94	102	11	308
1940-41	30	36	101	103	16	287
<i>County Districts</i>						
1951-52	2	482	290	12	....	786
1940-41	1	465	392	20	....	878

SUMMARY—ALL PUBLIC HIGH SCHOOLS COUNTY, CITY AND EXEMPTED VILLAGES IN OHIO

<i>Year</i>	<i>Senior</i>	<i>6 Year</i>	<i>4 Year</i>	<i>Junior</i>	<i>Vocational</i>	<i>Total</i>
1951-52	49	582	408	118	11	1168
1950-51	49	591	426	116	11	1193
1949-50	46	615	423	115	10	1209
1948-49	44	606	441	114	10	1215
1947-48	42	610	453	114	10	1229
1946-47	43	595	470	120	10	1238
1945-46	41	601	468	120	10	1240
1944-45	36	598	475	120	10	1239
1943-44	36	602	470	122	11	1241
1942-43	34	605	471	121	11	1242
*1941-42	35	579	489	122	17	1242
1940-41	33	530	544	126	16	1249

The statistical summary would indicate a trend toward an increase in the number of six-year schools and a decrease in the number of four-year schools. Actually, this is not necessarily true, due to census changes, reclassifications, *etc.* For example, in 1951, of the twenty-four consolidations, the seventh and eighth grades remained in the elementary school. Following is a statement of policy relative to the six-year school for the State of Ohio, prepared by Mr. Garrison.

For a number of years, Ohio experienced quite a growth of undivided six-year high schools. Of recent years, there has been a decrease in the number. The decrease perhaps has been due to the difficulty in finding sufficient properly qualified teachers to adequately staff the organization and to the difficulties some schools encountered in the operation of a six-year program.

It has been the policy of the State Department to require a minimum of five teachers in a six-year organization. This naturally would mean that when the high school is organized on the six-year plan, there should be enough pupils in grades seven and eight to require the full time of two teachers, if those grades were taught separately from the high school. We have taken this stand due to the fact that, if the six-year program has sufficient number of pupils, if properly organized, it would make possible a rich program of study, better articulation, better opportunities for guidance, and certain other advantages. If the number of pupils in the six-year high school would not justify the employment of five teachers, most of these advantages would be lost.

Group XI (Tuesday)—TOPIC: How Do We Develop Good Citizenship through The School Program?

CHAIRMAN: Z. H. Dorland, Superintendent, Streator Township High School, Streator, Illinois

INTERROGATORS AND CONSULTANTS:

Clarence A. Brock, Principal, Riversville High School, Riversville, West Virginia

R. A. Beck, Principal, Washington High School, Sioux Falls, South Dakota

HOW DO WE DEVELOP GOOD CITIZENSHIP THROUGH THE SCHOOL PROGRAM?

ARCHIE M. TURRELL

I ASSUME that you will all accept the idea that the kind of good citizenship about which we are talking is concerned not alone with what a person *knows* about good citizenship but more especially with what he *does* as evidence that he is a good citizen. It seems also self-evident that, since we are talking about good citizenship in an American democracy, one of our major points of attack, possibly the

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most important one, is the development of a high degree of individual responsibility. A good citizen in an American democracy—with its emphasis on co-operation under competition and with its emphasis on realizing human values under the free enterprise and the capitalistic system—must develop and accept a high degree of individual responsibility for his own acts and for the acts of those about him. We cannot survive as a democracy on the basis of "Let George do it!"

From the standpoint of the schools, therefore, the attack must be along three lines and in three areas. The lines of attack must be first to equip the student with a knowledge of what a good citizen is and does, second to instill in him the desire to be and act like a good citizen, and third to provide him with situations for practicing good citizenship. The three areas of the school program would be (1) courses specifically devised for the direct attack on citizenship education, such as American history and government, (2) all courses in the curriculum which would give opportunity for practice and discussion in individual initiative and responsibility, and (3) the activities of the school outside the classroom where the emphasis and the possibilities are perhaps greater for practice.

Let us take a look at each of these three areas of the school program in terms of students *knowing* the right, *desiring* to do the right, and *doing* the right. My illustrations will come from the school situation with which I am most familiar, so I will preface these illustrations with a brief description of the school where I work. John Muir College is a four year, public tax-supported junior college comprising grades eleven through fourteen, and is a part of the Pasadena (California) Public Schools System. It is one of two four-year junior colleges in the Pasadena School System, Pasadena City College being the older and bigger of the two junior colleges. Muir has an enrollment of about 2,000, and City College around 4,000, exclusive of the two adult evening colleges operated as an integral part of each of these two institutions.

Now let us give some illustrative examples from courses specifically designed to further citizenship education.

ENGLISH—UNITED STATES HISTORY AND GOVERNMENT—GUIDANCE

This course is required of all eleventh grade freshmen at John Muir College. Practice is given in learning how to speak, read, and write the English language. An understanding is imparted of the background history of these United States of America. In addition this ten-hour per week core class meeting under a freshman adviser is used as the center for our testing program, so that the student can become acquainted with his own strengths, weaknesses, abilities, aptitudes, interests, and personality qualities. This information plus a study of occupations helps him plan a better school and life program. This entering course is also the "home base," so to speak, through which

the student is acquainted with his school government, campus conduct and social code, campus activities, and all other phases of school life. His knowledge of school and local government is supplemented by excursions to local courtrooms and police stations, to the Board of Education meetings, to meetings of the Board of City and County Directors and Supervisors, and by talks in class given by metropolitan area officials. Trips are also taken to sanitariums, hospitals, and welfare agencies. These freshman classes also participate twice a year in the "Junior Town Meeting of the Air," which goes out over Los Angeles KMPC radio station. Problems of national interest are discussed forum-style before this eleventh grade audience with speakers chosen from the student group as panel members.

OTHER CURRICULAR AREAS

A few illustrations where practice and/or observation supplement instruction in other curricular areas will now be given in outline fashion.

In addition to our regular work-experience and co-operative school-work programs which enroll some 600 students per semester, some of our more formalized business and industry instructional courses utilize contact with the work world. For example, our accounting, secretarial, and industrial technology majors regularly spend at least two weeks per semester in their fourteenth year off campus in an on-the-job situation as special visitors and observers. Our business majors have conducted neighborhood business parking surveys, and are at the present moment engaged with a similar group of students from our sister institution, Pasadena City College, in a huge survey of the parking problem of the entire Pasadena area. Business and social science majors have also conducted field studies of the problems of the small business. Sociology students conduct housing surveys of the area. We recruit student leaders for the younger groups of students organized under our community Youth Services Organizations. Our Future Teachers of America make classroom visitations and serve internships as a supplement to our education.

All these illustrations and many more—of which we have named but a few so far—we feel make a direct contribution to the student's understanding of the American Way of Life, and—we hope—stimulates him to a desire to contribute his share to school and community service.

EXTRACLASST PROGRAM

The extraclass program of activities gives many opportunities to develop good citizenship. I shall select four illustrations: (1) the development of a campus code, (2) co-operative efforts with other neighboring schools, (3) the operation of a student "reminder" group, or a student self-conscience group. I mean by the last the "wee small voice" within the student group that urges right conduct as distinguished from a student enforcement group or campus vigilantes. (4) The fourth illustration will be special on campus "drives."

A campus code. The members of our administrative staff make it our personal business to meet early each fall with the new students on campus in their regular core classes and to discuss with them the areas where right conduct has a chance to exhibit itself. This is usually done in groups of thirty students. The campus areas are familiar to all of us, but I will mention them: assemblies, athletic games and contests, cafeteria, campus loafing spots, classrooms, dances, parties and other social affairs, hallways, student union, and the like. Our student leaders also meet these new students. By this means the faculty and student leaders get a chance to meet and be met by the new students, to tell them of the various activities which the new students can enter, and to discuss with them the way a good citizen should act. Then a code of conduct is developed to cover all of these areas of activity. In this way it is hoped that the new student will learn early and have a part in developing the pattern that should govern his actions.

Co-operating schools. John Muir College belongs to an athletic conference of some six schools called the Foothill League. Faculty and student leader representatives meet several times a year in what is called the Foothill Forum meetings. For this year three activities were selected which we hope will further the thing I am talking about, namely, the development of good citizenship. The first project is a spectator sportsmanship contest. Each school in the league appoints faculty and student judges who are assigned by the president of the league to attend certain games throughout the year and observe the spectator groups and judge them for sportsmanship on a scale which we have developed. Judges always attend a game in which the team from their school is not one of the competing schools. At the end of the year a cup will be awarded the school declared the winner.

Campus cleanliness. Along somewhat the same line judges have been selected to visit certain schools at unannounced times throughout the year and inspect the campuses in all their areas, and to render a judgment on a scale as to the cleanliness, conduct, courtesy and other evidences of citizenship in action which they observe.

Exchange assemblies. We are trying out the idea of having each school in the league furnish two talent assemblies during the year, one each semester, which it will present at two different schools in the league. We hope that this will not only furnish an outlet for our talent and promote friendship between the schools, but will also give an opportunity for each school as it becomes the audience to demonstrate on dress parade, so to speak, its group assembly conduct.

Campus enforcement. I dislike to use the word "enforcement" group and so do the students. In fact, it is next to impossible to get a student group to join a group which becomes known as the campus cops or faculty stooges. However, all recognize that every school has at least one person out of every hundred who seems not to desire to

act according to the right pattern. There is a still larger percentage who know the right, desire to act right, but who forget momentarily. Recently a group of students came to me and volunteered to collect together around them about one hundred recognized campus leaders—students respected by all on campus—who would act as reminders to the students who suffer occasional lapses of memory. They said, "We don't want to be campus cops. We don't need that at our school. We know students forget sometimes. We just want to remind them of our campus code when we see that they have forgotten to remember. If we find some student who just won't take this kindly, we'll bring him to you." Of course, I couldn't refuse such an offer as this.

These students recognize that if they don't take care of their own campus problems the faculty will have to step in and do it. And both the students and the faculty hate this. However, there must be control in any social group. It will either be self-imposed, or it will come from the outside. In this illustration it will come from the students themselves. When the students realize the greater freedoms they enjoy from managing their own affairs, they will really want to assume their own controls. Then they are evidencing a maturity and a sense of personal responsibility which shows that good citizenship is being developed through the school program.

Recently one of the local Kiwanis Clubs established a Key Club on the campus and in addition to its usual nation-wide objective of aiding the vocational guidance program on campus, it has built in this objective of good campus citizenship started by the volunteer group mentioned above.

On-campus drives. Like all schools we have various money collecting drives on campus. Only four are approved by our local Board of Education and permitted to be held on campus: (1) Community Chest Drive, (2) Red Cross, (3) March of Dimes, and (4) World Student Service Fund. Our students have decided that these drives shall have as their primary purpose the education of the student body in the situations back of and necessitating such drives. The collections of money shall be a secondary purpose. Therefore, all classes are used as media through which education shall take place regarding these drives before the actual collections are held.

We also observe the various weeks which may serve to educate us in affairs national and international, such as United Nations Week, Bill of Rights Week, American Public Schools Week, American Education Week, etc.

All of these activities, we hope—will contribute to the development of good citizenship not only as revealed by a knowledge of what constitutes good citizenship and how it operates, but also will contribute to good citizenship as evidenced by the desire and the actual participation by students in good citizenship activities.

HOW DO WE DEVELOP GOOD CITIZENSHIP THROUGH THE SCHOOL PROGRAM?

KENNETH C. MADDEN

A PERUSAL of current periodical literature will reveal an abundance of articles dealing with the topic of citizenship education. In fact, the entire December 1951 issue of *The Phi Delta Kappan* is devoted to an explanation of the various citizenship education programs now underway in public schools and colleges throughout the nation. While it is understandable that all programs are aimed at developing students into active responsible citizens, the extent of agreement on what is necessary to produce good citizens is quite remarkable. The difference in programs lies mainly in techniques and methods of approach to the problem.

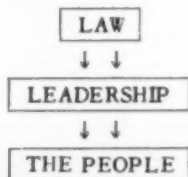
There is agreement that the good citizen possess certain knowledge, attitudes, and skills and that students must be given opportunities to learn such knowledge, attitudes, and skills in real and meaningful situations.

As stated above, the methods of accomplishing these objectives differ. Since the speaker is most familiar with the methods developed by the Citizenship Education Project of Teachers College, Columbia University, this discussion will be directed towards explaining that program. In so doing, it will be concerned with (1) the nature of citizenship in a democracy; (2) the Citizenship Education Project (CEP) approach to the teaching of citizenship; and (3) CEP methods in operation in schools.

NATURE OF CITIZENSHIP IN A DEMOCRACY

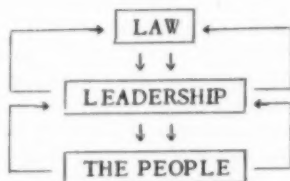
Teaching citizenship in a democratic society is quite different from teaching it in any other. A simple diagram may make this difference more graphic.

In every society we find people and leadership. Leadership makes decisions and choices and the people must abide by these decisions. Above leadership you have law which controls what leadership can do. This is true in totalitarian countries as well as in democracies. In this arrangement all controls are exerted downward. Presented graphically it looks like this.



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What, then, is it that is different about citizenship in a democracy? The fundamental difference is the area of action by citizens. In the former, all controls and influence are exerted downward upon the people who have no control or influence upon leadership or law. However, in a democracy the people have the final authority on all control, for power can be exerted upwards to influence or change leadership; and leadership, in turn, can change law to comply with the majority opinion of the people. The basic difference, then, between democracies and totalitarian countries can be seen by comparing the following chart with that given above.



The core of good citizenship really lies in a people who are informed about public affairs, who have the desire to maintain their means of control, and who possess the necessary know-how to express their opinions and to make their influence felt. In fact, as the people cease to exercise these democratic rights, leadership relies less and less upon the people and soon all control may be exerted downward. This is the beginning of leadership passing into the hands of fewer and fewer people, until, in the end, democracy no longer exists. Leadership and lay may then become synonymous. This has been the pattern in those countries where democratic governments have failed.

The preceding illustrations point up the fact that if we are to develop good citizens through the school program it is important to give students experience in the information-getting process, to develop skills in influencing the action of representatives, to instill in them the desire and willingness to serve, and to provide opportunities to participate and to accept responsibilities in activities on a level approaching as nearly as possible full adult responsibility. The usual verbalizing or moralizing approach to the teaching of citizenship will not provide these kinds of experiences. If something that involves human beliefs, knowledge, and action is to be taught, just reading and talking about it is not enough. Other approaches are needed.

CITIZEN EDUCATION PROJECT APPROACH

A fundamental belief of the Citizenship Education Project is that study and action must be tied together if an effective job of teaching citizenship is to be done. CEP from the beginning has been concerned with identifying the basic principles underlying the development of our

country. This is knowledge the good citizen must surely possess and which forms the basis for study. Concurrent with this is the identification of ways that teachers can work with students to give them real experiences in dealing with problems—democratic, realistic situations that deal with what the students are reading about. It is presumed that this experience will be found outside the confines of the classroom. This is the action phase of the program. CEP calls this the *Laboratory Practice Approach*. This approach has been one of the primary contributions of CEP to citizenship education programs.

Specifically, just what is the Laboratory Practice approach? To answer this question it must be remembered that skills are involved in citizenship and a laboratory is needed in which to practice and learn these skills. The laboratory for student action in the school, local community, state, nation or world. This approach is a method designed to implement the objectives which we have set up for good citizenship. Therefore, students will be involved in activities which exemplify democratic concepts and develop insights into the way our democracy really functions.

To carry out this approach CEP has developed three kinds of basic resources for the use of teachers of citizenship education. One of these is a set of descriptions of Laboratory Practices; the second is a growing list of references to instructional materials dealing with citizenship; and the third is a guide which relates Laboratory Practices, premises of liberty, and instructional materials to each other by a cross-referencing system. The purpose has been to make it easier for good teachers to do the kinds of things they have always known to be necessary.

The heart of this whole program is in the Laboratory Practices. A Laboratory Practice provides opportunities not only for learning skills, but also for increasing knowledge and changing attitudes. The Laboratory Practices have five essential features:

1. The practice deals with *real* situations and problems. They are not simulated or make believe. CEP has identified and described procedures for carrying out some sixty Laboratory Practices in which students will get first-hand experience in dealing with problems which may take place in the school or in the community at large. These descriptions are suggestive and not prescriptive. The purpose of this approach is for the students to learn and not necessarily to solve problems although this may often be possible.

2. The practice has a *purpose*. This purpose is to help students learn through actual experience how citizens play an active role in decision-making in our democratic society. Students learn the democratic processes of discussion, negotiation, compromise, exercising public opinion, disseminating information, and influencing representatives of the group.

3. Students *participate actively* in carrying out a practice. This participation may involve observing, simulating, working with adults, and assuming a limited budget of power, or assuming full adult responsibility. The important consideration is that opportunities obtain for acceptance of responsibility for purposeful action.

4. A practice is *focused*. Students do not undertake more than they can handle or do and it must be within their capability level. The practice has an allotted time period which, of course, may be changed if necessary.

5. A practice has *characteristic procedures*. The procedures involved in carrying out a practice are gathering information, informing others on an unbiased basis, influencing others, or taking action or serving. All of these procedures are not necessarily followed in carrying out a practice, but it is emphasized that if students only gather information it is unlikely that the Laboratory Practice approach is being followed. It is in dealing with these procedures that students participate in and exercise the democratic processes.

Other publications of CEP give teachers suggestions for carrying out these procedures and for tying in instructional materials to the Laboratory Practice approach.

CEP IN OPERATION

Initially CEP worked with eight school systems in a pilot school experience of trying out and evaluating Laboratory Practices and materials. Two years from that date the program has diffused to over three hundred and fifty school systems. A basic policy with CEP in the diffusion of its program is to recognize the principal of local control. Teachers from collaborating systems plan their own courses with respect to their own localities and particular situations. Teachers are supplied with resource materials from CEP but they are not told what to teach or how to teach it. Any policy other than this would violate the basic principles of democracy. CEP has no bias other than to strengthen the basic premises that gird our democratic way of life.

An example of a Laboratory Practice as it was actually carried out and which embodies most of the procedures mentioned before is the following from Paris, Illinois. Students of the Mayo Junior High School decided to see what they could do to get the streets improved in their city and the surrounding area. A number of personal experiences brought this problem to their attention. They proceeded by forming a series of committees.

One student committee was formed to interview the street commissioner and members of the city council. The committee learned that only certain moneys could be used for street repairs and that these funds were insufficient for the desired improvements. A second student committee was organized to study the sources of city revenue.

The students were granted permission to study the city ledger for receipts from parking meters, wheel tax, gasoline tax, refunds, and fines. Columns of figures were computed showing income from these sources over a three year period, so as to discover the tax potential of the city. A third committee worked on a large master map to show the streets in need of repair.

Rotating committees took turns attending city council meetings. Elections were near and the council was concerned about which plan for street improvement the voters would favor. The students took notes and conducted further surveys of the problem using facts which they had compiled as well as those which the city council presented. When the council arrived at a decision, the students had theirs, too. The city council decided to resurface one arterial street. This would require all the funds available for all street improvements for the year. According to the students' research this street was not in serious need of repair. Their study indicated that the greatest good would be done by regaveling and oiling many streets.

The students then undertook a study of elections with special emphasis on election laws and procedures. They polled the adult citizens and received the promise of many that they would go to the polls on election day. As a result of the election four out of five of the present city council members are new. The new commissioners promptly reversed the decision on street improvements and adopted a program much in line with the recommendations of the students.

In Passaic, New Jersey, a Laboratory Practice dealing with co-operation with political parties took this form.

The practice centered on an election for five city commissioners. Student activities connected with the practice included 168 workers who performed clerical and telephone tasks at candidate headquarters, prepared lunches for adult workers; drove "get out the vote" autos; interviewed candidates; circulated campaign literature; rang door bells to urge voting; distributed pins, buttons, posters; baby sat for voting mothers; prepared mailing lists; typed speeches; and conducted a most successful scale political rally. One newspaper headline termed the student rally "best of the campaign."

In Laconia, New Hampshire, students secured a budget of power to take over the lunchroom regulation. A practice in Bronxville, New York, included a study of and petition to the United States Delegation at the United Nations which was acknowledged by Warren J. Austin. Students in Shadyside, Ohio, participated in a community election project. These examples can be multiplied many times over.

Representatives of CEP who have visited collaborating school systems have noted a high level of interest and enthusiasm in both students and teachers. Remarks on the part of teachers have generally been to the effect that "We have never worked so hard before, but I have never had so much fun doing it either." An administrator re-

marked, "I can see a difference in the whole atmosphere of our school which is attributable to the class, following the CEP program."

Students have commented: "It's been fun to learn this way." "We never knew how little people really know about these important things." "How can we shake people out of their general disregard and apathy for these matters?" "I never knew things really operated that way before." Parents and community leaders have commented favorably. It is encouraging that students are becoming involved in real citizenship activities which go beyond the simulating or play-like activity level.

Of great concern to teachers and administrators has been the question of whether students will lose in knowledge in subject matter areas by using this approach. As a result of the first year's testing program conducted by the Evaluation Division of CEP it has been shown that students in these classes have held their own and in many cases have excelled control groups. Of greatest gratification has been the fact that there have been significant gains made by these classes in tests on attitudes.

In summary it can be said that the Citizenship Education Project has met with considerable success in developing citizenship through the school program. It is a realistic approach to the problem of teaching the knowledge, skills, and attitudes necessary for good citizenship. CEP is sold on the Laboratory Practice approach and the process of development and revision of its resources to expand this program is continuous.

Group XII (Tuesday)—TOPIC: What Standards and Policies for Interscholastic Athletics Are Needed?

CHAIRMAN: *W. Bruce Kirkpatrick*, Principal, John Marshall High School, Los Angeles, 27, California

INTERROGATORS AND CONSULTANTS:

O. T. Freeman, Principal, Wichita Falls Senior High School, Wichita Falls, Texas

Russell H. Rupp, Principal, Shaker Heights High School, Cleveland, Ohio

STANDARDS IN ATHLETICS FOR BOYS AND GIRLS

JOHN K. ARCHER

DURING the past year the damaging disclosures of dishonesty in intercollegiate athletics have been widely discussed. Instances that indicate that commercialism and professionalism may be in control of this phase of our educational system have been cited too often. Blame has been heaped on the heads of the college administrators, the faculty, the physical education departments, the coaches, the alumni, the promoters, the gamblers. There are some who say we have lost our sense of moral and ethical values. Some criticisms have been constructive and have pointed the way to a new order for athletics in higher institutions.

Were it not for the co-operative efforts which evolved our high school codes for athletics we too might be in the midst of the mess. The fact that schools have joined together in leagues and in sectional and state associations to enforce democratically developed minimum standards is significant. It has been an uphill struggle, but our state athletic associations and our National Federation of State High School Athletic Associations have achieved a set of safeguards to protect the best interests of our students.

Here are excerpts from an editorial by Lyle Quinn, Executive Secretary of the Iowa High School Athletic Association:

If the high school administrators needed any vindication for their intelligent foresight in developing, over a period of almost one-half a century, any of the limitations and rules affecting the high school sports program, the recent big time college basketball scandals have certainly proved the wisdom of the diligent, persistent, and courageous way in which the school adminis-

John K. Archer is Principal of the Malverne High School, Malverne, New York; Chairman of the Joint Committee on Standards for Interscholastic Athletics of the National Association of Secondary-School Principals, the American Association for Health, Physical Education, and Recreation, and the National Federation of State High-School Athletic Associations.

trators have developed rules and regulations that have made it difficult for outside school interests to exploit the high school athletic program.

Rules and regulations have made it possible to maintain a proper balance between the interscholastic athletic activities and the curricular program. The tail does not wag the dog. The school administrators have been functioning under the homely philosophy that it is far better to keep the door closed and locked to prevent the larceny of the contents than to lock and close the door after the abduction has taken place.

At our last three conventions in Chicago, Kansas City, and New York, the reports of our Joint Committee on Standards for Athletics have been presented. As you know, our committee has twenty-one representatives, seven from each of the three national organizations—The National Association of Secondary-School Principals, The American Association for Health, Physical Education, and Recreation, and The National Federation of State High-School Athletic Associations. Our recommendations having been revised and expanded, were printed in the November 1951 BULLETIN of the National Association of Secondary-School Principals (pp. 74-82).

For purposes of review, here's a condensed, one-sentence statement of our credo:

As an integral part of secondary education, deserving of adequate financial support from tax funds, interscholastic athletics are to be conducted exclusively by secondary schools with competent, qualified, and accredited teachers responsible for inculcating the principles of good citizenship and sportsmanship under rules which protect the health, safety, and best interests of our students and provide for maximum participation.

In brief these are the things we stand for:

1. Athletics which achieve educational aims.
2. Protection of the individual student.
3. Equitable competition under our own rules.
4. Maximum participation—a sport for every one and every one in a sport.
5. Sportsmanship, fair play, and teamwork.

Stated conversely, we're opposed to commercialism, professionalism, exploitation, solicitation, and promotions for publicity or profit.

The current project of our Joint Committee is an examination and an evaluation of standards for girls' athletics. A sub-committee of six members, representing our three organizations, has been appointed. Since this sub-committee has not begun its study, the views here given are my own as a preliminary statement of specific principles which apply to girls' sports in our high schools.

The National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation has published its guiding principles in *Standards in Athletics for Girls and Women*. A leaflet which summarizes these standards, *Desirable Practices in Athletics for Girls and Women*, is also available. The historical background which led up to this recognition that separate consideration should be given to girls' sports activities is omitted to save time. It

should be noted that progress in the acceptance of this concept is not evident in all parts of our country. We are hoping that we have a definite trend.

STATEMENTS OF DESIRABLE PRACTICES

The statements of desirable practices may be summarized in these six points: The program of athletic activities for girls should:

1. Recognize individual differences: age, physique, interests, ability, experience, health, and maturity of girls; and instruction, coaching, and officiating by qualified women should be provided.

2. Provide for equitable competition between girls of approximately the same ability and maturity.

3. Offer opportunity for participation of every girl in a variety of activities.

4. Require a physical examination for every girl prior to participation and provide a healthful, safe, and sanitary environment for activities.

5. Limit the length of sports seasons and the maximum number of practice periods and games with all games played according to girls' rules.

6. Stress intramural events and limit extramural competition to a small geographic area, separate from boys' contests, with safe transportation provided, and include informal social events from extramural games.

This brief statement of the National Section on Women's Athletics includes some of the points above:

We wish to encourage and promote those athletic programs for girls which contribute to total fitness, enjoyable use of leisure time, and the development of the most desirable and attractive physical, mental, and social qualities of womanhood. Emphasis is on the participation of the many, rather than on the few who are experts, in a wide variety of activities with special emphasis on safeguards to health and safety.

REQUIREMENTS IN THE STATE OF NEW YORK

As an illustration, here are the requirements in New York State as set forth in the Regulations of the Commissioner of Education Governing Health and Physical Education:

5. Basic code for interschool and intramural athletic activities. Athletic participation in all schools shall conform to the following regulations:

- a. General Provisions: It shall be the duty of trustees and boards of education:
 - (1) To make athletic activities an articulate part of the physical education program under the supervision of the professionally trained physical education staff.

- (2) To give primary consideration to the well-being of individual boys and girls in the conduct of games and sports.

- (7) To maintain an equitable division of facilities between boys and girls.

- (8) To insure satisfactory financial support for its program.

(17) To conduct all girls' athletic activities wherever practicable under the immediate supervision of a woman physical education teacher.

(18) To provide for all girls in grades 7 through 12 a program of athletic games, sports, and other physical education activities and to use girls' rules in the conduct of such activities.

d. Interschool physical education activities for girls. It shall be the duty of trustees and boards of education to require that interschool physical education activities for girls shall be conducted in accordance with the following minimum standards:

(1) Type of participation. Acceptable interschool physical education activities for girls shall include sports days and approved invitation activities.

(2) Supervision and conduct. All interschool physical education activities for girls shall be conducted under girls' rules and with women acting as referees, umpires, and officials.

We're all agreed, I'm sure, that the sports program for girls must be defended against the effects of commercialism, professionalism, or exploitation; and that maximum participation, equitable competition, and sportsmanship are to be stressed to the highest degree. In states where the recommended standards of the National Section on Women's Athletics are observed, the girls' program has features which make it superior to the boys' program.

We have a responsibility not only to be familiar with these acceptable standards for both boys and girls but also to be sure that they operate as goals for this part of high school life. Our standards are intended to assist in maintaining a proper balance among all the complexities of our modern secondary-school curriculum. They help to keep the tail from wagging the dog. Our standards for athletics are to serve as a defense against non-educational, outside interests which would exploit our students or disregard our objectives—they help to keep the barn door locked before the horse is stolen. We each have a responsibility to do our part in the educational campaign which is necessary to insure a wider understanding of these standards.

SOME DESIRABLE ATHLETIC STANDARDS IN OPERATION

CLIFF HARPER

THERE are many danger signs showing up today for those who direct and administer interscholastic athletics. The alleged overemphasis of collegiate football, the basketball scandals, the Kefauver investigations, and West Point cribbing scandal are definite danger signs that that should cause the responsible parties to take stock. The forced resignations of college presidents and coaches where athletics have not been kept in the proper relationship to the main purpose of the schools should give proper warning to all who are responsible for the administration of athletic programs. We all realize that the evils are

Cliff Harper is Executive Secretary of the Alabama High School Athletic Association, Montgomery, Alabama.

just "signs of our times" but someone must stand the brunt of the criticism and it is only logical for the public to pick out the administrator to attack.

The high school administrators have been labeled as narrow-minded, short-sighted, and dictatorial for the strict controls that have been imposed on the high school athletic program.

The administrators, through their controls and strict regulations of athletics, have had for their goal keeping athletics as an integral part of the school program. The program has been concerned with the best welfare of the participants and in providing these benefits to increasing numbers of participants.

We have many rough spots and vulnerable points that we must work on in our athletic programs. The high schools cannot take a smug attitude for we must continue to correct the existing evils and to be ready to meet and eliminate the new evils as they appear on the scene.

We shall report the progress that has been accomplished in developing standards along certain lines in our athletic program.

SAFETY OF THE PARTICIPANTS

This covers the health and physical welfare of the participant. There is no question but that high standards for the protection of the health and safety of the participants have been developed. This has been done by hard work in education and through regulations. We shall list the important elements that have brought about the present standards.

1. Protective equipment has been required by the rules committees of each sport. A very good example in football is the rule requiring all players to wear a helmet. A few years back, the most aggressive players did not wear the helmet, which at best did not lend much protection. The old helmets were not much better than skull caps. Today they give real protection, and rules require all players to wear them.

The equipment committee of the N. F. has worked with the manufacturers and improved almost all types of protective equipment. The one area that is not well protected is the teeth and face. There were several experiments conducted last fall with rubber mouth protectors and some progress was reported.

2. Physical examinations of all participants is a regulation in most states. This is a real safeguard that is not only a protection for the participant but is real protection for the administrator and coach.

3. The requirement of a minimum of two or more weeks practice before a contest is also a regulation in most states. This longer practice period assures good physical condition which cuts down on the possibility of injury. Prior to this regulation there were many teams assembled and placed into competition with very little conditioning. This resulted in a high casualty rate.

4. The required warm-up period before each half of a game has tended to cut down on the injuries in the early part of each half of a football game.

5. A limit on the number of games in which a team and an individual may participate has proved to be a very fine safeguard.

6. Equalizing competition has probably been the best safety measure. The lowering of the age limit has been the most effective measure toward equalizing competition. Participants of equal age and physical conditions can hardly injure each other. The elimination of the over-aged boys has made it safe for the normal teenagers who make up the normal high school student body. There was a time when the coach and "drug store cowboys" played on the teams. This caused many hazards to the *bona fide* student.

6. Insurance has helped protect the health and welfare of the athlete in many ways. First, it has furnished the necessary medical and surgical attention after an injury. Second, its regulation in regard to an injured player's being withheld from practice and games until completely recovered has kept many slightly injured boys from participating who without these proper regulations would have practiced and played at a great risk.

GOOD GAME MANAGEMENT

Improved facilities have been probably the greatest asset to sports. Safe conditions in basketball gymnasiums have eliminated many of the unnecessary injuries. In football, the National regulation requiring that the playing field be fenced and that the coach and substitutes occupy a coaches and players' box has helped in the game administration. Well-sodded and properly marked fields lend much toward a safe, orderly contest. Properly constructed stands and bleachers, along with good management and police protection, have made for good crowd control.

Great progress has been made in the officiating of athletic contests. This progress has been accomplished through good organization and hard work along the following lines.

A sound code of rules with many aids such as officials' manuals, play situation books, case books, meeting folders, players' handbooks, and rules pictures—all these have tended to give uniform interpretations of the rules.

The state associations have set up a registration classification and instructional system for the officials.

This has meant screening of the officials and eliminating the undesirable and mis-fit. The registration has made it possible to require minimum standards. These standards include an athletic background, good character, and a sound knowledge of the rules and officiating technique. This system requires study in a local group and attendance of state rules clinics; all of which standardizes rules interpretation and officiating mechanics.

A provision is made for rating and classifying officials. These measures encourage the official to study the rules and to give con-

scientious effort to improve himself as an official. The principal and coach of both competing schools must approve the officials.

A standard uniform and a state identification emblem are required by most states.

THE SCHOOL ADMINISTRATORS HAVE PUT ON COMPLETE SPORTSMANSHIP PROGRAMS

These programs have taken in the team, student body, and spectators. The state associations hold the principal responsible for the conduct of the crowd, and it has been ready to come to his support by placing certain penalties when a community has gotten too far out of line. If the crowds have failed to respond to the program outlined by the school, the athletic associations have had to step in and take corrective measures. The associations, after conducting complete hearings, have placed penalties such as suspending play or probation. Corrective measures have been outlined to insure well-conducted contests. This attention from a state level has given the administrator the much needed support to carry out a sound athletic program.

These are some of the concrete examples of standards that have been developed for high school athletics.

The interscholastic athletic program for high schools is in good condition at present. We as school administrators should not be stampeded by the present criticisms of athletics. We must remain aggressive and keep the program under control. However, we should not let the critics of athletics cause us to unduly curtail our program. There has always been criticism of athletics and some of these critics are the distorted individuals, who, due to their failure in sports, condemn the entire institution.

During the fifth century, B.C., the Greek poet, Pindar, admired the participants in the Olympic games. He was very lavish in his praise of the Olympics and the participants. During this same period the Greek philosopher, Euripides, was very outspoken in his condemnation of the Olympic games and the athletes who took part in them.

Let us be alert to, and profit by, good honest criticism but at the same time let us defend our athletic programs when we know they are filling their just places in the total school programs.

GONE? NO, NOT QUITE, BUT GOING

Gone are the days when the prep school coach
Wore a snarl and a cauliflower ear.
Gone are the days when he cowed the team
With curses and kicks and a leer.
Gone are the days when a hymn of hate
Formed his valued stock in trade.
Gone are the days when he went on a spree
After every game that was played.

Gone are the days when the prep school team
Nursed hate for opponent town.
Gone are the days when the lust to kill
Struck foeman illegally down.
Gone are the days when those in the stands
Howled insults at umpire or foe.
Gone are the days when they tore up the town
When stirred by victory's glow.
Gone? No, not quite, but going.
The vanguard of change is here,
When play will bring joy in the playing
And a smile will replace the sneer.
When teams will be coached to master
Technique and fine points of the game
And they'll play for the joy in performing
And not for ephemeral fame.

—By H. V. Porter

Group XIII (Tuesday)—TOPIC: What is a Good Program for the Slow Learner?

CHAIRMAN: G. W. Janke, Principal, Mitchell High School, Mitchell, South Dakota

INTERROGATORS AND CONSULTANTS:

Emery L. Christenson, Principal, Bellevue High School, Bellevue, Nebraska

W. F. Coslow, Supervisor of Secondary Education, Louisville Public Schools, Louisville, Kentucky

WHAT IS A GOOD PROGRAM FOR THE SLOW LEARNER?

B. L. DODDS

WHAT IS a good program for the slow learner? This is a question quite specific and direct concerning which it might seem there is little need either to analyze the meaning or to define terms. Yet, since few things are as simple as they seem, I suspect a few minutes should be spent clarifying the problem to be considered. Since the American high school has assumed the responsibility for the education of all youth, it has followed naturally that some proportion of this total unselected enrollment will be less gifted in conventional learning situations than others. But people do not neatly fall into such categories as gifted, average, and slow learners. Rather they distribute along a continuum, possessing in greater or lesser degree that rather elusive

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ability "to learn." To some the slow learner may mean that relatively small per cent of people with such handicaps as to require special classes or to be of near institutional level. To others the slow learner may be that large group that fall below average in ability to learn. Obviously any definition or designation of groups must be purely arbitrary. In a practical sense it seems useful to me for the purpose of this discussion to conceive of the slow learner to be that student who falls in the intelligence quotient range of roughly from 70 or 75 to 90. Roughly this comprehends the group of perhaps fifteen to twenty per cent of all youth falling above the special class or institutional level and below the general average group. Parenthetically it may be added that it is the personal conviction of the speaker that much of what would make a good program for the slow learner will also contribute to a more functional education to the much more sizable group of average students who along with the slow learner comprise about half of the school population and who are not now well adjusted in the specialized college preparatory, business, or vocational curricula.

"What is a good program for the slow learner?" might be construed to imply that there is one best program, a single organized offering, a simple solution, if we could but discover it. Such, I believe, oversimplifies the problem. I seriously doubt if there is any one package of offerings, any single administrative scheme, or in effect any single, best, or precise answer to the problem.

Rather I am sure there are many devices, developments, patterns of organization, and offerings which can contribute to a better program for slow learners. Rather than search for simple and single answers it is more appropriate and profitable to examine the problem, attempt to establish certain principles, to clarify the fundamental nature of the problem, leaving to the initiative, ingenuity and professional competence of the staff of individual schools the particular means of implementing these principles. If this approach is accepted, it is useful to consider just what educational purposes are to be paramount for the slow learner. What, if any, particular and unique qualities characterize this group of students, which may have bearing on their educational programs? What, if any, specific methods of teaching or learning are particularly effective or appropriate?

Certainly the broad general purposes or aims for which secondary education exists are equally applicable to all students regardless of their particular learning abilities. Certainly the goal of aiding the individual student develop his talents and potentialities is applicable to all students. The need to develop abilities to deal with problems of citizenship, personal and community health, family life, vocational and other areas of living applies equally to all students. Certainly there can be no separate programs of secondary education with limited or second-rate objectives for the slow learner.

Just what is this slow learner like? Is he or she a separate race or group of people with particular psychological characteristics? The answer is, of course, "no." The world is full of people looking like all other people, doing important work in our economy, who never distinguished themselves in academic pursuits in school. The slow-learning group is in general composed of normal individuals, with all the range of differences of any group in appearance and temperament, moral characteristics, social habits, and interests that characterize any group. The really single distinguishing characteristic is, of course, only that by which the group is distinguished, namely, the ability to learn, particularly through verbal means, analysis, generalization, and abstraction. What goes to make up intelligence is far from completely explained, but primarily it appears to be the ability to deal with abstractions, to apply general principle to different situations, and to generalize from past experience to predicted outcomes of future courses of action. In the school situation, the limitation of the slow learner is probably most markedly exhibited in dealing with fields of study heavily dependent upon reading and mathematical symbols. What, then, is the approach in developing a meaningful program for the slow learner? Certainly the program should have breadth and include elements of general and special education. But whether in general or special fields certain emphases will need to characterize the educational program if it is to be a good program for the slow learner.

For the slow learner the *goals of learning must be discernible, obvious and reasonably immediate*. The slow learning student with lesser imagination and ability to project into the future will not be highly, if at all, motivated by vague goals to be achieved in the far distant future. Information presented upon the grounds that it might be useful some day or that it is something "nice to know" will not strike a responsive chord in this quite practical student. This does not reduce all instruction to the level of manual projects with tangible ends but it does mean that academic pursuits must be directed at reasonably tangible and perhaps less lofty aims. Study of government may well be directed toward consideration of immediate government agencies and services concerning which an understanding can be indicated to be useful in the practical pursuits of life. Certainly project it as far as you can but do not expect the slow learner to be greatly concerned about the philosophical development of the theory of government. The internal logic of mathematics and the beauty of geometric proof will likely remain a mystery to the slow learner but mathematics which relates to ordinary problems of vocation and living can be mastered. Reading is not a tool to be pursued for academic delight but if it can be shown to be a tool which will open some doors of importance to the slow learner development of some skill is not too much to expect. There is little or no evidence to indicate that the slow learner will have compensatory high aptitudes in the manual skills but the immediate

and obvious purpose of the practical arts is likely to be relatively more effective in motivating the slow learner.

For the slow learner activities should be concrete and center in tangible things. This principle while it must always be interpreted in the light of a particular field of study is relatively simple in application. Rather than units of instruction centered around abstract principles or generalization the focal point should be actual tangible events or things in the students' environment. The study of business or economics had better be organized around the study of services and goods of local industries rather than abstract generalization. Community health may be studied by consideration of the services of the local public health unit, hospital and like community activities, rather than by consideration of microscopic life. Examples from practically all fields could be cited. Certainly project the study into conclusions and generalization as far as possible but do not expect too much.

*For the slow learner much greater dependence should be placed upon demonstration, observation, field trips, pictures, and other means of direct experience.*¹ Experience reported through lecture and reading will be much less effective than with more academically able students. It may be argued that use of these means will contribute to learning for all pupils which is probably quite true but the necessity for the use of such techniques is simply greater with the slow learner.

A good program for the slow learner should include some aspect of vocational education. Since the secondary school is certainly the terminal educational point for the slow learner whatever can be done to prepare such youth for gainful employment should be done. An earlier assumption that vocational education of the conventional type was the educational solution for the slow learner has, I hope, been dispelled at this date. The organized vocational programs in business and trades and industries have by and large required a type of competence for success not possessed by the slow learner. The slow learner typically enters occupations not requiring great skill or extended periods of training. There are, however, experiences which the school can provide which can be useful and functional. Certainly a realistic understanding of the occupational world and the demands of various jobs has a concreteness and practicality that may well function in the educational program. Experience in various types of shops can be functional even though the work does not become very specialized. Certain types of work experience programs may offer possibilities.

Standards of achievement or excellence must be realistically established for the slow learner. A desire for excellence is laudable and understandable on the part of teachers, but excellence is relative. We have never fully faced the implication of universal secondary edu-

¹For discussion of this point see Featherstone, W. B., *Teaching The Slow Learner*. Bureau of Publications, Teachers College, Columbia University, 1941. pp. 44-45.

cation which in effect makes a single standard of achievement for all pupils utterly impossible. In the basic skills, the slow learner can make progress, and certainly he will have need to use the written word, but to expect all people to develop into able and skilled readers of abstract material is utterly unrealistic. As a matter of fact, a reasonably good case can be made that a considerable portion of the population can survive and have useful and productive lives without more than a nominal ability to read. (Picture magazines, radio, and now television certainly make it easier.)

The goal of the secondary school is to aid each pupil in developing whatever talents and abilities he possesses, and standards can only be set in terms of the potentialities of the student.

What I have said may be considered primarily theoretical. For that I would make no apology. It is my conviction that good educational programs for the slow learner will only be developed as sound general principles are applied in the many and varied circumstances existing in the 27,000 American high schools. There is no one simple answer—there will never be. Much is now being done and much more will be as greater ingenuity and energy is applied to the problem by the secondary school principals and teachers.

A PROGRAM FOR SLOW LEARNERS

RUEL E. TUCKER

THE SEARCH for a good program for the slow learner has been underway for a long time without too much success. The most encouraging sign is that much more thought has been given to it in more recent years. The reason for this seems to be that we are becoming increasingly more conscious of its need in our attempt to provide the best learning experiences for all of the young people. We are also mindful of a much more disturbed and complex way of life for which these young people must be prepared.

We recognize that there is no one or best program for the slow learner. We know that for him, along with all the other students, certain goals are set up. The development of each student toward these goals is the profound purpose of our educational plan. The structure of this plan is increasingly broadened to meet the changing times. We have constantly under study better ways and means of meeting the problems which confront the education of our young people. Again and again we return to the subject of our slow learners in the hope of finding the answer.

Ruel E. Tucker is Principal of the Great Neck High School, Great Neck, New York.

I believe it is finally agreed that we must in all education consider the individual and work toward the satisfaction of his particular needs. We try to educate all the children of all the people. We find that to do this even reasonably well we cannot take them all and treat all of them the same way. We must look at each one as an individual. Secretly we may hope that each falls into a limited number of categories though we know all too well that such is not possible. Therefore, we are obligated in serving youth as competently as we can to look at each one and provide for him that which best meets his own needs.

Generally, the slow learner is surrounded by certain pressures which come from parents, friends, competition, and the results of frustrations created by his inability to do the work the regular students do. He bears a certain feeling of futility which makes life appear dismal. His indifference and restless feelings often cause him to drift into associations which effect both his attitude and activity harmfully. Some of his type are blessed with environment and personality conducive to more enjoyable living. These students often call for more profound study lest we overlook the more deeply seated characteristics which affect their progress.

Much has been said and done in the field of segregation. Separation from the regular classes of students has created more problems rather than fewer and caused many to drop out because they were "always in the dumb class." We must recognize that life situations are made up of all types of people. To segregate slow learners into groups is contrary to their life experiences ahead and often impresses them with additional feelings of inferiority.

I know of a community in which the drop-outs in the school system are negligible. The percentage of slow learners is likewise small but it is increasing. Their circumstances are particularly aggravated by the social pressures which tend to establish the pattern of academic subjects as the measure of social success while parents belittle, if not disregard, the more practical and semi-vocational subjects often more profitable and adaptable for the needs of the slow learner. Here is where education of parents as well as students must be given. Between what "I did in my day" and what is being done by "other students" the school has a difficult responsibility in its attempt to change attitudes of both young people and adults.

I venture to suggest for the program of slow learners a somewhat definite procedure in the hope that it may be something on which we can concentrate our thinking and from which we may take even more decisive steps to serve the slow learner more adequately. Let us draw from the wealth of information which the modern high school should have from the previous school record of grades, test scores, case studies, conferences and behavior patterns of the individual. Perhaps personal conferences with the student before or following this study will give further insight into his needs.

From this study the counselor will recognize the need for specific subject matter. He will find that motivation for this type of student will greatly increase if it can be demonstrated that the work to follow will be in brief units in contrast to long-range projects which often discourage. He will want to see that the subject matter is of a more practical nature and can be recognized as a personal need by the student. The program will doubtless include courses with others who learn slowly. In such a pattern these students will, to some extent, group themselves. Courses in shop, physical education, business and home-making will find a number of this type of student.

In sharing the responsibility for the proper education of the slow learner, the counselor will call for parent and teacher conferences. The parent should face squarely the facts and circumstances with the aid of the counselor and teacher. The goals and standards of achievement should be fully discussed with the parent as the student embarks on this adjusted program. The teacher will use new and different techniques, some of which will be unorthodox in nature. The integration of many subject areas by the teacher or teachers will reveal to the student the close connection of one subject with the other. Students have finally recognized meter in poetry when the comparison of the firing order of the pistons in a gasoline engine was explained to them. Another appreciated the philosophy of Emerson's Essay on Compensation when the sense of balance was demonstrated to him by the use of common household scales.

The teacher will make use of audio-visual materials which will tend to broaden the general as well as specific information which the slow learner needs. Properly motivated, the student will bring in the results of his search for supplementary material. Together the teacher and student will create projects which will enrich the activity of the individual student and stimulate his associates in their own interests.

Often overlooked is the psychological reaction of the student and also the parent to this adjusted program. They both must be satisfied that this is the best guarantee for the future success of the student. They must realize that all young people cannot be kept to the same pattern or forced into a common groove through which at stated intervals each completes so many units and is thereby classified in a specific grade. Acknowledgment to others of being different is particularly difficult in the adolescent period. To have to meet this fact the student must have much more assistance, patience and guidance. The school has this responsibility to carry out with the help of the parents.

One asks about maintaining standards, meeting prescribed courses for graduation, and the danger of misleading students and parents toward unattainable goals. Let us ask what are the standards to be maintained, what are the prescribed courses, what are the goals? These standards, courses, and goals should be established within the limits

of intelligence, the learning methods, the mental processes, and the impacts of social and environmental factors of the individual student. He will then be measured and graded to the degree he can meet these standards. They will may be different standards of achievement than the regular students. They will be standards within this student's grasp if he applies himself and feels the thrill of progress.

What about the attitude of the other students? It has been my observation and experience that other students have been most helpful and understanding once they realize the situation of a fellow student who is having difficulty. In fact, I have seen many students volunteer to give help to the slow learner in such a tactful way that many a teacher could well follow the same pattern. I have seldom seen any display of a sense of unfairness when different standards have been made for different groups or individual students.

The recognition of the completion of the slow learner's experience in the school should be made at the time when he can no longer benefit from further study in the secondary school area. He will then be ready for advanced specialized study or industry. Whether the recognition should be in the form of a diploma or certificate is a decision for the local school authorities to make. We should be reminded of the need of complete understanding of the conditions and circumstances under which this document is to be awarded at the time the student embarks upon his adjusted program. With the confidence in his accomplishment it is to be expected that he will have the eagerness to further improve.

SUMMARY

In summary, the good program for the slow learner must include

1. the individual approach by a study of his personal and educational history
2. a study of his weaknesses and strengths
3. the co-operation and understanding of his parents, counselors, and teachers
4. courses adjusted to his specific needs
5. participation in the regular classes providing association with the regular students in learning experiences
6. due recognition of his accomplishments in some written form comparable to that of all students at the conclusion of his school work.

Some readers may recognize a few of these at least as methods practiced in what one might call a common-sense approach to the slow learner's situation. I believe that some teachers have used many of these at one time or another. Generally when a school is asked what policy is established for the assistance of slow learners the reply is vague if not negative. I hope these specifics may be a start in the right direction for those of us who are anxious to draw together a definite procedure in the program for the slow learner.

One should always bear in mind that the slow learner deviates slightly from the normal rate of learning. It is the accumulated difference which creates the problem in the secondary school. With consideration and adjustment within the framework of education and the co-operation of those who surround him in everyday life the young slow learner can take his place more effectively in the adult world.

Group XIV (Tuesday)—TOPIC: What is the Place and Function of the Community College in Public Education?

CHAIRMAN: *B. R. Miller*, Principal, Marshalltown Senior High School and Junior College, Marshalltown, Iowa

INTERROGATORS AND CONSULTANTS:

Gerard A. Anderson, Supervising Principal, Wilson High School, Florence, South Carolina

Frank B. Lindsay, Assistant Chief, Division of Instruction, Secondary Education, State Department of Education, Sacramento, California

Joe Nichols, Jr., Dean, Jefferson City Junior College, Jefferson City, Missouri

WHAT IS THE PLACE AND FUNCTION OF THE COMMUNITY COLLEGE IN PUBLIC EDUCATION?

HUGH S. BONAR

RECENTLY, popular interest in the rapidly growing movement to extend formal public education beyond the high school has been reflected in the stories appearing in the daily press and weekly magazines. This attention given to this phase of public education is in part an answer to the question asked in the subject of this paper. The press recognizes the community college as an aspect of public education that has won an important place in the total structure of American schooling.

Writing for the *New York Times Magazine*,¹ James B. Conant, president of Harvard, said, "To my mind it is clear that the American people have become convinced that the ideal of equality of educational opportunity should include all formal education.... I should like to consider in this article only the education beyond high school of those who have neither the aptitude nor the ambition to enter such

¹James B. Conant, *The New York Times Magazine*, June 4, 1951, pp. 9 and 26.

Hugh S. Bonar is Superintendent of Joliet Township High School and Junior College, Joliet, Illinois.

professions as teaching, engineering, law or medicine; nor a desire to become research scientists or scholars. It is my thesis that two years of collegiate education will normally suffice for these young people. To meet the growing demands for increased equality of educational opportunity at the collegiate level, I suggest that we need a very considerable increase in the number of two-year community colleges so that advanced education may be widely available throughout the nation.... One need not labor the argument that on economic grounds education at public expense should as far as possible be provided locally so that those enrolled may live at home. This means, of course, eventually having at least one community college in every considerable center of population."

The *Saturday Review of Literature* carries a story by Dwayne Orton, Director of Education of the International Business Machines Corporation, in the September 9, 1950 issue, in which Mr. Orton says:

The community college is concerned with meeting human needs for educational services wherever they are found; at whatever age and status of previous education.

This significant educational movement has arisen in response to social needs. It will become the American folk school, the people's college of the greater democracy we are building.

Whereas it has been traditional to think of a college program being unified through a finely balanced curriculum and scheduled sequences of courses, the community college achieves its integrity through its ability to apply the disciplines of scholarship and the knowledge of the ages in an educational pattern dictated by the immediate as well as the long-term needs of the community....

The introduction of automatic machinery and work simplification led us to think that the premium on craftsmen had gone. But a more mature view of this problem indicates that modern productive processes require operators equal to and more highly trained than their craftsman predecessors. The emphasis once placed on the manipulative skills is now replaced by a higher range of mental abilities.... The evidence from exhaustive studies calls for more attention to the psychological skills such as resourcefulness, cooperativeness, adjustability, responsibility, and reliability.

A distinctive quality of the current planning movement is that it has now become the interest of lay citizens whereas it was once restricted to the professional concerns of planners, professors, and politicians. Herein lies a great challenge to organized education that will take two forms. First, wherever the public community college has been organized, the tendency is for adult education to become one of its functions. Fine programs of adult education are in effect. But we have only begun to scratch the surface of this field which is not served by traditional curricula.

The community college is designed to supply the continued education and social custody of youth beyond the high school. Higher occupational education on the intermediate levels between the trades and the professions infused with higher general education for social competency is provided by the community college. A closer union of education and the working com-

munity in juvenile and adult training is a bulwark of democracy against the acids of Fascism and Communism.³

In its education section, *Newsweek* of April 3, 1950, credits William Rainey Harper, who became president of the new University of Chicago in 1891, as the father of the junior college. The magazine says; "One of his first ideas was to urge a new kind of school, a 'junior college' for students who didn't have the time or money for four years of higher education." It refers to the U. S. Office of Education Directory for 1950, showing 500 community and junior colleges located in all states of the nation except Nevada, with a total enrollment of 500,000 students, one fifth of the country's total college enrollment.

The article concludes with this paragraph indicating the place and function of the community college:

The junior- and community-college boom indicates that a definite gap between college education and strictly trade or professional schools has been filled. And one interesting phase of the idea was recently emphasized by F. A. Fredenburgh, former Dean of the Junior College of Commerce in New Haven. Writing in *School and Society*, weekly educational publication, he pointed out that in contrast to the leadership training, which senior colleges are supposed to give, junior colleges have 'recognized the importance of training for followership.' They seek its 'solid citizenry—the great lower middle class—who keep the wheels of industry humming... staff the civil lists, and hold the balance of power between socialism and capitalism.'

The October 16, 1950, special issue of *Life Magazine* is devoted to the theme, U. S. Schools, They Face a Crisis. One of the articles tells of the two-year community college started in the large barn of an old estate located in Middleton, New York. It is called the Orange County Community College. This article in part answers the questions of place and function of community colleges when the writer says:

This school, desperately needed in this college-starved section, is the first product of the State University of New York's program to establish independent colleges in eleven economic areas of the state, supported equally by the state and local area.... In a nation where everybody is demanding higher education for more and more people, the traditional four-year college is no longer a practical answer. Most high-school graduates cannot afford four years of tuition and board away from home, nor do they need such long-term training. And the four-year colleges cannot afford the expansion necessary to educate all the applicants. The brightest solution lies in the two-year junior or community colleges which have tripled in number and enrollment since 1920. These smaller colleges, usually set up for students within commuting distance, dispense with dormitories and gear their courses to the needs of the area.⁴

One of our distinguished authorities in the junior college division of schools, Leonard V. Koos, reports with Robert R. Wiegman, a part

³Dwayne Orton, *Saturday Review of Literature*, September 9, 1950, pp. 11-13.

⁴*Newsweek*, April 3, 1950, "Junior Grows Up," pp. 74-75.

⁵*Life*, October 16, 1950, pp. 75-79.

of the survey and recommendations to the Interim Committee on Post-High School Educational Facilities, appointed by the governor of Oregon, as authorized by the Oregon legislature in 1949. This summary, appearing in the March, 1951, issue of the *School Review* gives five needs meeting reasons for the place of community colleges in that state. The authors say, "Oregon is subject to the same influences, or forces, as have been urging the promotion of community colleges elsewhere in the country." Because these statements of basic conditions are applicable to all parts of the nation they are quoted in full as perhaps the most recent authoritative summary of conditions indicating the answers to the place and function of the community college. These authors say, briefly, these forces are:

1. Technological unemployment, which narrows the job market for young workers and keeps many of them out of employment until young adulthood.
2. The need in many occupations for education at a higher level, with the emergence of the use of many "semi-professional" workers.
3. The increasing complexity of life and living, which necessarily requires a longer period of schooling in order that the individual may cope with life successfully, both in its vocational and in its non-occupational, or general, aspects. A century ago, elementary schooling sufficed; next came the need for universalizing the high-school level; and now the need has advanced to the post-high-school period.
4. The profound influence of the democratic ideal, which gives impetus to the idea that all youth—and not only those whose parents can afford it—should have educational opportunities at the college level. The most economical way of providing these opportunities is through localization, just as universalizing high-school education required localization.
5. The increasing demand for adult education. There are several sub-factors behind this demand, such as the need for vocational rehabilitation in a period of rapid change of occupations, the increased leisure resulting from shorter working hours, the rapidity of social change which calls for continual reshaping of one's social insights—all these joined with the new evidence establishing the fact that learning ability continues throughout adulthood.⁵

Finally, Jesse Parker Bogue, executive secretary of the American Association of Junior Colleges, in his recent book, *The Community College*,⁶ discusses thoroughly the question of "Basic Functions of Community Colleges," which will give us the best current thinking on this question of "function." Bogue credits George F. Zook, chairman of the President's Commission on Higher Education, with much insight into the junior college development. Bogue refers to Zook serving as chairman of the conference in St. Louis in 1920 which resulted in the organization of the American Association of Junior Colleges.

⁵Leonard V. Koos and Robert R. Wiegman, *The School Review*, pp. 140-141.

⁶Jesse Parker Bogue, *The Community College*, McGraw-Hill, 1950, p. 45.

The President's commission listed five essential characteristics of the community college. It said:

First, the community college must make frequent surveys of its community so that it can adapt its program to the educational needs of its full-time students. (The Commission sees these needs as both vocational and general.)

Second, since the program is expected to serve a cross section of the youth population, it is essential that consideration be given not only to apprentice training but also to co-operative procedures which provide for the older students alternate periods of attendance at college and remunerative work.

Third, the community college must prepare its students to live a rich and satisfying life, part of which involves earning a living. To this end, the total educational effort, general and vocational, of any student must be a well-integrated single program, not two programs.

Fourth, the community college must meet the needs also of those of its students who will go on to a more extended general education or to specialized and professional study at some other college or university.

Fifth, the community college must be the center for the administration of a comprehensive adult education program.⁷

From these secondary source materials we can summarize our answers to the question of place and function of community colleges as follows:

1. To provide greater implementation to the American educational goal—equal opportunity to learn.
2. To reduce the cost, primarily of room and board, for the increasing numbers of people continuing formal training beyond high school, both pre-professional and terminal.
3. To meet the requirements of a changing societal need for a great intermediate group of semi-skilled and semi-professional workers.
4. To provide general preparation for longer periods of time to help all citizens meet the increasing complexities of life.
5. To meet the continuing need for adult education to assist people to adjust to job change, to leisure time, and to social change.
6. To meet needs which are peculiar to local communities. Surveys show, in the case of many junior colleges, most junior college graduates remain to work within a radius of 75 miles.
7. To relieve four-year colleges and universities of a tremendous physical expansion program.
8. To better implement the work-while-you-learn concept.

⁷Higher Education for American Democracy, Report of the President's Commission on Higher Education, Washington, D. C., Government Printing Office, 1947, Vol. III, pp. 6-7.

WHAT IS THE PLACE AND THE FUNCTION OF THE
COMMUNITY COLLEGE IN PUBLIC EDUCATION?

RALPH R. FIELDS

IN APPROACHING the topic of this presentation, we need first to look at what we mean by the community college. The community college concept is new enough that we find ourselves talking about something which is still basically an idea, an idea which is being implemented in a variety of ways, each attempt admittedly partial. And yet we are talking about something which is definite enough to be identified as peculiarly an American invention; it, to date, has no counterpart in the world. It is somewhat like our comprehensive high school in that over the years it has developed to serve *all* its constituents rather than any select few. Consequently, we can find within the community college movement activities that resemble those of the usual college as well as those of the technical college or technical institute, and in addition learning opportunities such as adult classes, forums, lecture series, community guidance clinics, advanced vocational classes, agricultural extension sessions, and professional refresher courses, and many others.

In this welter of diversity, the identification and description of some broad functions would help to focus our discussion today and conceivably make it more profitable. It is in this spirit that I have organized my remarks around three broad functions. These functions represent the broad purposes of the institution rather than purposes which learners might have in coming to such an institution.

TO SERVE THE OLDER YOUTH OF THE COMMUNITY

The first function of the community college is to serve *all* the older youth of the community who can and will participate in appropriate learning opportunities.

This is an innocent appearing statement. Fifty years ago when the local public junior college appeared, the American public high school was just beginning the attempt to serve all those who wanted to attend. We have seen what the concept has done to the high school—to put it mildly, it has fundamentally changed. And we are already witnessing what this concept of serving *all* means at the college level.

Before examining what the fulfillment of this function means in the way of program, let's first take a look at the group I've called "older youth." It perhaps is not putting it too strongly to say that during ordinary times it is one of the truly forgotten groups in our

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society. The bulk of our eighteen-, nineteen-, and twenty-year-old youth are *not* in school, *not* married, *not* full-fledged citizens, by and large *not* in clubs, and generally *not* served by any organization except the church. You might say they are the *have not*s. During periods of uncertain economic conditions, they are the first hit and the hardest hit. Even when employed, these inexperienced workers are going through the critical adjustments necessary to make the transition from full-time school to full-time work.

There follow six points which have occurred to me as implications of trying to serve this group. You will undoubtedly think of many more.

1. It brings typical college opportunities within geographic and financial reach of practically all who wish such opportunities. This means no comment, for we are all familiar with what has happened where public junior colleges have been available.

2. It means expanding the educational programs far beyond those of the typical college. A large and constantly growing number of vocations demand technical training beyond the scope of the high school. To list a few dramatically shows the wide variety and recency of these callings: medical laboratory technicians and medical secretaries; dental hygienists and dental laboratory technicians; construction technicians such as special draftsmen, inspectors, estimators, building superintendents; radio and television technicians of all kinds; power plant maintenance technicians; hotel stewards, chefs, managers, and executive housekeepers; specialists in industrial sales work; machine shop foremen; radio station managers; rural newspaper publishers-farm managers and foremen; and many, many more.

This expansion of program causes some to wonder if the community college is really a college. Certainly some of the activities differ from those of the traditional liberal arts college; the same problem accompanied, however, the introduction of professional education into the college and university setting.

3. Serving *all* older youth means developing different kinds of learning experiences. A few will illustrate.

Work experience programs are not peculiarly a product of the junior college or community college movement. However, work experience for learning does seem peculiarly appropriate and effective for many of the technological occupations such as those listed above. For many the school *couldn't* provide the equipment and the learning situation even if it tried, and *shouldn't* because of the need for realistic experience. Just as student teaching has been an effective and necessary part of the preparation of teachers, so work experience is being found to constitute an effective and necessary part of the education of many workers.

Community living has to be learned. Participation in current affairs becomes a highly desirable part of the supervised learning experiences of the older youth and young adult. The college can

participate in many and varied activities: community surveys and studies, agency programs, political campaigns, forums, service clubs and their projects, governmental activities, and many more.

Shops become as necessary as science laboratories. Even where the training of operators is not the goal, experience with shop problems, operations, skills, and the like, are necessary to acquire competence as a foreman. And technical competence should be a high priority.

4. Serving *all* older youth means finding several kinds of teachers. In addition to the teachers needed in traditional college, many have to come from industry and commerce, for that is the only place where sufficient competence could be developed. Some teachers have to have scholarship in broad fields rather than in narrow ones; teaching has to be the primary function, not research or publication. And those who would teach in community colleges must of necessity be community minded—willing to concentrate on the problems, needs, activities and the like of the community in order to make instruction meaningful.

5. Serving *all* older youth means developing adequate guidance services. Students must be helped to make intelligent occupational, personal, and social decisions. Placement services and follow-up contacts are needed to help individuals make the transition into the adult world.

6. *All* older youth means those out of school as well as in school. A community college should study carefully the needs of those who go into full-time work without ever attending the college as full-time students. Some of these needs will be similar to those of its own graduates; the college should try to attract them into the activities provided. Some of these needs will be the same as those of the mature adults of the community; the college should make special efforts to acquaint the older youth and the younger adults with appropriate opportunities. But some of these needs will be unique to this group of out-of-school youth who have never been to college; appropriate provisions for these unique interests constitute a challenge for the *community* college.

TO SERVE THE ADULTS OF THE COMMUNITY

The second major function of the community college is to serve *all* the adults of the community who can and will participate in appropriate opportunities.

Many of the implications that have been discussed regarding opportunities for all youth apply equally, although perhaps somewhat differently, to opportunities for all adults. There are, of course, additional problems in connection with meeting the needs of adults.

One of these is the relationship of the college to all the other educational resources of the community. While the nature of the

available resources will vary from community to community, it seems clear that the function of the college should be to supplement rather than to compete. In most situations this leaves ample room for worthwhile development. And almost universally there is need for research, co-ordination, and planning, a most appropriate challenge for the institution which *aspires* to serve all interested adults.

There are other adult education problems. The power to grant college credit may constitute a danger; it can certainly constitute an opportunity. The prestige of the organized collegiate institution may well attract teaching resources as well as student enrollment.

I spent some time discussing the need for expanding the college program to meet youth's needs—it is being demonstrated increasingly that in the adult field this is doubly necessary. And it is increasingly clear also that many different kinds of learning experiences are necessary if the community college is to be successful in meeting the challenge of the seemingly endless variety of adult needs.

TO SERVE THE COMMUNITY

The third major function of the community college is to serve the community itself. While this involves serving older youth and adults as individuals, to me it involves much more.

Individuals need identification with groups and group enterprises. One of these is the family. For some, identification is felt with the business enterprise. The church in some societies has been the unifying factor. All of these are important, but in our American democracy there is an important role for the community as well.

During our frontier existence most individuals were closely tied to some kind of an immediate community. Over the years, while we are still dependent upon community organization for many services, the pattern of community life has become diffuse. Particularly is this true as the size of cities has increased, and as more and more people have come to live in or immediately around cities.

The elementary school has been and in many instances continues to be a unifying force. The same is true of the high school. In other situations, particularly where there are numerous elementary and several junior and senior high schools, their efforts need supplementing and co-ordinating. This can well be the role of the community college. Neighborhood adult centers in such schools, co-ordinated and integrated by the community college, are one way of achieving effective community pattern. In other places, the community college can have direct contacts with a sizable proportion of the population. In either fashion the importance of this role is evidenced by the steadily increasing number of adults who are enrolled in the community colleges of the nation.

It seems important to me that the college seek the opportunity to serve as many groups as possible. For instance, cultural centers can

bring together many resources and special interest groups which need to be stimulated, encouraged, and helped.

Employer groups frequently need assistance in securing specially trained labor; at other times, special management problems demand unusual resources. Employee groups also can be served, both vocationally and socially. All kinds of informal groups need occasional service: book clubs, discussion groups, folk-dancing clubs, music lovers, and a variety of others.

In conclusion, then, I would say that the community college has three clearly identifiable functions: to serve *all* older youth in the community, to serve *all* the adults, and to serve the community itself. Is this so broad a task that it can't be accomplished? I firmly believe not. Colleges are developing along these lines, becoming truly Community Colleges.

Group XV (Tuesday)—TOPIC: How Can the Secondary School be Evaluated and the Results Utilized Effectively?

CHAIRMAN: *R. Emerson Langfitt, Professor of Education, New York University, New York, New York*

INTERROGATORS AND CONSULTANTS:

Mildred M. Coughlin, Principal, Western High School, Baltimore, Maryland

Fred McDavid, Principal, West High School, Aurora, Illinois

HOW CAN THE SECONDARY SCHOOL BE EVALUATED AND THE RESULTS UTILIZED EFFECTIVELY?

HARRISON H. VAN COTT

A TRUE evaluation of a secondary school program hinges upon the philosophy which undergirds the total program and the objectives to be satisfied by the program. The platform upon which the school program is built will determine its superstructure of implementary procedures. *How good a school is depends upon how well the general and specific purposes of the total program are fulfilled.*

The American secondary school of 1950 is patterned after a broader philosophy and more comprehensive objectives than the traditional high school which came into being and existed for the primary purpose of preparing boys and girls for higher institutions of learning. Even today those pupils must be served well. Now, however, all youth experience high school education.

Harrison H. Van Cott is Director, Division of Secondary Education, State Education Department, Albany, New York.

Today the American secondary school is a social institution preparing youth for efficient and effective citizenship in accordance with the democratic way of life. Youth with varying home backgrounds, academic abilities, interests, needs, and life objectives attend; all must be served in accordance with these varying attributes; the slow learner, the gifted, the hand skilled, the academic, the potential artists and musicians, the literary, the industrialists to take their places as capable and honest leaders and loyal followers in adult society; contributors to the American way of life.

MEASUREMENT OF GROWTH

Growth in physical, mental, social and moral stature, in self-directive power, in some vocational skill, in appreciation of the fine things in the fields of art, music, literature, home and family living, growth in emotional stability and in ambitions to serve is necessary for the development of an efficient and effective citizenry.

In the American secondary school this total growth process must be implemented democratically in all respects. Diogenes, the cynic philosopher of ancient Greece said, "The education of youth is the order of the State." The American State is of the democratic order. It follows that the education of youth in American life must be thoroughly democratic in all respects.

Within this process youth must feel free to exercise their best efforts in achieving success with no fear of curtailment, with assurance of encouragement, and guidance toward desirable goals of their own choosing. Such freedom is of the essence of democracy. Many questions arise in the minds of school administrators, supervisors and teachers, who believe in the above mentioned tenets, as to procedures which will result in an achievement of established goals.

Let us consider the instructional processes which operate to satisfy the purposes of the good secondary school, keeping in mind that procedures are means to hoped-for outcomes in the lives of growing youth. In the final analysis, outcomes to pupils should be the determinants in school evaluation.

The evaluator of a secondary school will endeavor to find answers to specific questions about the many phases of the total program. Sample questions similar to the following might be used.

PHYSICAL EDUCATION

Does *each* pupil experience a physical examination each year by a physician? Is a follow-up service administered?

Does *each* pupil experience physical fitness tests to determine his physical weaknesses and strengths?

Are the physical weaknesses of pupils strengthened through a program of suitable corrective exercises?

Are physical exercise periods followed by showers with soap and towels?

Are intramural games provided for all pupils regularly throughout the year? Are they given precedence over interscholastic games?

Are the minor sports which are more apt to be practiced in adult life included in the sports program; tennis, golf, bicycling, quoits, bowling, skating, skiing, hockey, tobogganning, swimming?

Does the physical education program include a course in health and hygiene?

How often is the physical growth of each pupil measured?

MENTAL GROWTH

What are the attributes of the generally used instructional methods?

Is classroom teaching a telling process or a study learning process?

Are pupils learning how to study?

Are lesson assignments differentiated according to the abilities and interests of pupils? How?

Are instructional facilities adequate?

Do teachers have the confidence of their pupils and inspire them to do their best in all situations?

Is instruction in library usage given? How?

Is there a regulated home study assignment plan?

Do curriculums appear to consist of sequential, well integrated courses through the years?

What are the results which are shown by the periodic use of progress tests as related to pupil growth?

SOCIAL GROWTH

What is the scope of the pupil participation and activity program?

What responsibilities are given pupils in the administration of the school?

What pupil activities relate to or embody service to the community?

How do teachers help pupils take the initiative in developing an increasing power in self-direction?

Are home rooms organized with pupil officers with responsibilities for the total home room program?

What are the functions of the student council?

What part does the student body play in the disciplinary program?

MORAL GROWTH

What service organizations are sponsored by the school?

Whose biographies in the fields of science, art, literature, government, and social service are studied?

How does the school foster ideas and ideals for moral conduct in (a) the school, (b) the home, (c) the community?

What credit or attention is given for worthy school citizenship and how?

What mottoes, slogans, watchwords, creeds, codes, constitutions furnish stimulation to desirable behavior?

How is the assembly situation used for fostering the moral growth of pupils?

How does classroom instruction endeavor to influence the moral growth of pupils?

How can the honor study hall contribute to honest conduct?

GROWTH IN SELF-DIRECTIVE POWER

How are pupils encouraged to grow in self-directive power in (a) the classroom, (b) the library, (c) the halls, (d) the cafeteria, (e) in assembly, (f) on the play field?

In what phases of administration are pupils encouraged to participate?

How does the student council contribute to the development of self-directive power? the assembly? the club meeting? the intramural game situation? the lunch hour? the class teaching method? the shop? the laboratory? the study hall?

APPRECIATION OF FINE THINGS

How many pictures by recognized artists are on the walls of the school?

What courses are given in appreciation of fine pictures? fine music? fine literature?

Is there a course in home and family living?

How frequent are art exhibits open (a) to the school? (b) to the community?

Which great musicians have been brought to the community for public concerts?

How is an appreciation of local history developed?

What is done to help pupils appreciate their freedoms in the American way of life? joy in achievement? the bounties of the natural world? the economic world?

What opportunities are offered pupils or arranged for pupils to experience the pleasure and satisfaction which comes from serving their fellows, their unfortunate friends and neighbors, their communities?

SERVICES FOR YOUTH

Many more similar questions concerning the aspects of the school program can well be asked in an evaluation of the impact which a four or six year experience makes in shaping behavior patterns for efficient adult living.

The secondary school period is one of extreme importance following the period of childhood. The attributes of children give way to the attributes of early adolescent youth and then to later adolescent life. New social urges, accelerated physical developments, increased

emotional sensitiveness, changed attitudes toward the opposite sex, human desires for complete self control, intense yearnings for personal power and initiative enter life's picture at the age of 12-14 years and become more emphatic from 14-21 years. To nourish and foster these natural changes in ways that will result in growth into fine young men and women is an important function of the secondary school. To such an end must school, home, community, and church co-operate to keep the democratic way of life on an even keel.

Pupils will stay in school so long as they are interested, are experiencing success in achievement, feel that they belong and have a part in building for themselves a good school.

Secondary Education in America must be administered democratically, must be staffed by competent, friendly teachers of high integrity, supervised in such a way that real visions of improved services may be made real, must assure youth of an experience which will fit them well to cope with the vicissitudes of adult living, inspire them to lives of service in security, in peace and in happiness, outcomes which take root in an abiding faith in Almighty God the ruler of the Universe.

THE PRINCIPAL'S LEADERSHIP

The secondary school which meets the challenge to such service successfully merits all the acclaim which can be accorded. The impetus, inspiration, courage and enthusiasm for meeting the challenge must be sparkplugged by the principal. It has been said often that as goes the principal so goes the school. Probably no school is so good that it cannot be improved. A program of school improvement depends upon the initiative and the leadership of the principal. To evaluate a secondary school it follows then that the principal must be evaluated as a personality, an educator, a leader, a gentleman.

Recommendations and suggestions for school improvement which result from school evaluations should be backed up by the findings of surveys, discussed thoroughly around conference tables with Boards of Education, faculty, administrators, and superintendents and implemented as rapidly as local factors will permit in order to make sure that the evaluation itself shall result in advantages to the youth of the community. Regardless of race, creed, color, all the youth of America should be offered equal opportunities for an educational experience which will prepare them well for holding high the banner of American Democracy with liberty and justice for all.

HOW CAN THE SECONDARY SCHOOL BE EVALUATED AND THE RESULTS UTILIZED EFFECTIVELY?

HOWARD KIRKSEY

IF A secondary school is to use the *Evaluative Criteria* effectively, it must not decide to use this instrument in a trivial manner without purpose and with the objective of meeting a requirement. This instrument has been abused and faculties have been known to breathe a sigh of relief when the visiting committee leaves and say, "We are glad that is over. Now we can get back to normal again." If the members of a faculty cannot be thoroughly convinced that a serious self-evaluation has intrinsic value to them professionally and to the whole school program, then the administrator is beating upon cold iron. Furthermore, he is wasting time in attempting the enterprise. The entire school staff must experience a state of readiness for the study before it is attempted.

READINESS

This condition of readiness may be created by several means. It has been found helpful to have staff members serve on visiting committees at other schools. Faculty members may visit other schools which have been evaluated and which have profited from the experience. In some instances teachers who have benefited from the experience of self-evaluation in other schools are asked to discuss their experiences with the local faculty.

Before attempting the self-evaluation, time should be taken for a full discussion of what the evaluation will mean in terms of added hours of work, of added responsibility of committee assignments, and of patience in considering the viewpoints of other staff members who may differ in their attitudes and understandings. The improved working conditions and improved school program which may accrue from the study should also be emphasized. If the staff members agree to undertake the evaluation program, they should understand that they are volunteering for a five-year stretch. It takes about one year for a school to evaluate itself, and the follow-up phase will cover about four years. Unless the evaluation results in some sort of follow-up plan, the purpose has been defeated.

CHAIRMAN

The evaluating committee should be directed by a capable chairman who has had successful secondary-school teaching experience and

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who is a good organizer and leader. The remaining committee members should be selected by the chairman and the school staff. Members should be selected in terms of their experience, training, and ability to serve on specific sub-committees of the evaluating committee. The number of persons on a committee is not so important as the qualifications of those who are selected. In general it is true that committee members who have observed many other school programs in operation are better able to evaluate a given situation. In any event they must accept the philosophy and objectives of the school to be evaluated, provided the philosophy and objectives are not submissive or un-American.

It is best to select a chairman for the evaluation several months in advance of the committee's visit so that the chairman may meet with the faculty three or four times during the period of the school's self-evaluation. This same person should be retained by the school as a consultant to assist the school in planning and carrying out its follow-up program for a period of one or more years.

VISITING COMMITTEE

The visiting committee should leave a written report of its findings and recommendations with the school. During the month following the evaluation, a follow-up plan should be formulated and submitted to the faculty and board of education for their approval. It is very important that this plan of action be formulated carefully and pursued vigorously if the maximum benefit is to be derived from the evaluation.

The plans for following up an evaluation should include the appointment of a committee on philosophy and objectives responsible for leadership in the continuous rethinking of purposes and of the means of implementing purposes. The school's philosophy should be dynamic rather than static and needs to be reconsidered and interpreted, especially as new personnel are added to the staff from time to time. The plans for following up the evaluation should also include some means of interpreting the school's development to the community through the local press and by oral presentation before interested lay groups.

The White County High School of Sparta, Tennessee, developed a detailed plan for following up its evaluation. A sample of this plan is given on the following pages. Although the committee made many recommendations, in order to conserve space only a few of the items are listed as examples here.

Reports of visiting committees have a tendency to drift into a pattern and make similar recommendations for various schools, especially is this likely to happen where the same persons serve on several visiting committees. Committee members should view each new situation as impartially and as professionally as it is possible to do

ACTION PROGRAM FOR IMPLEMENTING THE RECOMMENDATIONS OF THE VISITING COMMITTEE
PROGRAM OF STUDIES

<i>Needing Improvement</i>	<i>Starting Date</i>	<i>Proposed Completion Date</i>	<i>Personnel</i>	<i>Cost</i>
1. Cause of each student dropping out of high school before graduation.	Beginning now	Should be continued throughout the school year	Principal and program of studies committee	None
2. A careful study by the group of teachers in each department should be made to be sure that too much repetition of similar material is not being used in any one of the departments.	Immediately or at the beginning of the year	Completed during the first semester	Principal and departmental teachers	None

PUPIL ACTIVITY PROGRAM

<i>Item</i>	<i>Starting Date</i>	<i>Prop. Comp. Date</i>	<i>Personnel Involved</i>
Faculty-student committees for chapel program.	Fall 1951	Fall 1951	Principal, faculty, and students
Increasing intramural activities to include dual sports and individual ones	Fall 1951	Spring 1952	Principal, athletic council

LIBRARY SERVICES
IMPROVEMENTS INVOLVING EXPENDITURE OF MONEY

<i>Item</i>	<i>Starting Date</i>	<i>Proposed Comp. Date</i>	<i>Estimated Cost</i>	<i>Potential Revenue</i>	<i>Personnel Involved</i>
Additional seating	1951-52	1951-52	60 chairs	Board of Education	Librarian, Co. Supt., Principal

LIBRARY SERVICE
(Improvements Involving Group Planning and Effort on Part of Administration, Faculty, Parents, and Students)

<i>Item</i>	<i>Starting Date</i>	<i>Prop. Comp. Date</i>	<i>Personnel Involved</i>
Indexing of teaching material	Fall 1951	Spring 1951	Librarian and all other faculty members

GUIDANCE
(Improvements Involving Group Planning and Effort on the Part of Administration, Faculty, Students, and Parents)

<i>Item</i>	<i>Starting Date Immediately</i>	<i>Pro. Completion Date Continuous</i>	<i>Personnel Involved</i>	<i>Source of Finance</i>
1. Study Home Room	Immediately	Continuous	Prin. & Staff	None
2. Counselling Committee	Immediately	Continuous	Prin. & Staff	None

THE SCHOOL PLANT

(Improvements Involving Expenditure of Money)

<i>Item</i>	<i>Starting Date</i>	<i>Proposed Date For Completion</i>	<i>Estimated Cost</i>	<i>Potential Source Revenue</i>	<i>Personnel Involved</i>
Drinking fountains in cafeteria	July 25, 1951	Aug. 1, 1951	\$ 80.00	Board of Education	Supt., Prin., Maintenance Staff
Window Shades	July 1, 1951	Oct., 1952	\$300.00	Bd. of Ed., County Court	Bd. of Ed., County Court, Prin., Staff

SCHOOL STAFF AND ADMINISTRATION

(Improvements Involving Group Planning and Effort of the Part of Administration, Faculty, Students, and Parents)

<i>Item</i>	<i>Starting Date</i>	<i>Prop. Comp. Date</i>	<i>Personnel Involved</i>
1. Improve accounting system by A. Petty cash fund B. Audit Bd. of Ed. C. Bonding custodian D. Consulting committee of faculty, students, and patrons	End of school	During year 1951-52	1. Principal 2. Board of Education 3. Faculty 4. Students

so. Before recommendations are written into a report they should be discussed orally with the school's staff and all questionable items clarified. Unless the staff members approve and understand the recommendations and aspire to achieve them, an effective follow-up program is impossible. Aspirations have strength when they are widely shared, and validity when they take into account the realities of particular situations. Understandings disclose alternatives to action and make possible the determination of next steps in moving from where we are to where we want to go.

A visiting committee should not consume its time by merely re-checking all of the items in the evaluative criteria. Nor should it spend a major portion of its time observing classroom instruction. All classes and all teachers should be visited at least once, but experienced persons realize that normal situations are not likely to be found during the time the visiting committee is in a school. Many evaluators have learned the value of personal conferences with pupils, teachers, administrators, lay citizens, janitors, board members, and persons most likely able to give information about various phases of the whole school program. Discussion with staff members of one department at the close of the day provides an excellent opportunity to learn about methods of teaching, curriculum, courses of study, understanding of objectives, interpretations of philosophy, etc., so vital to gaining an insight into the school's instructional program. The visiting committee must understand many things about the school and the school community before it can make intelligent and valid recommendations which are worthy of the time and energy it takes to follow up locally.

In addition to evaluating a given school, a visiting committee should evaluate itself. If the evaluation has been successful, such results as the following will be in evidence: (1) Teachers will begin to see further than their own departments or areas and will have a better understanding of the whole school program; (2) Staff members will have their complacency destroyed and will begin to do some real, constructive thinking about the school's purposes; and (3) A sound basis will be made for planning the school's program for years to come.

See the April, 1952, issue of THE BULLETIN
for the balance of the Proceedings of this
Thirty-sixth Annual Convention of the NASSP.

Group XVI (Tuesday)—TOPIC: What are the Characteristics of an Effective In-Service Program?

CHAIRMAN: R. L. Leibenberg, Secondary School Supervisor, State Department of Public Instruction, Madison, Wisconsin

INTERROGATORS AND CONSULTANTS:

Cecil W. Gabler, Principal, Harding High School, Marion, Ohio

N. E. Watson, Superintendent, Northfield Township High School, Northbrook, Illinois

WHAT ARE THE CHARACTERISTICS OF AN EFFECTIVE
IN-SERVICE PROGRAM?

C. W. PHILLIPS

IN-SERVICE education may be said to consist of those experiences, processes, procedures, and techniques which result in the personal, social, academic and professional growth of the individual concerned, and hence in the improvement of the quality and effectiveness of the educational program. The activities involved may be formal or informal. Since all education must be a continuous process, the in-service program must be continuous. Social changes and social demands continue to place added responsibility upon the school. Each new responsibility brings new problems. Without an effective in-service program the school cannot successfully meet its obligations. The teaching profession is not the only group that has a program for improvement of its members. Other professions such as law, medicine, and the ministry have plans for stimulation and growth. The business and industrial fields have effective training programs in new developments and in improved methods of doing things. The most effective school work is found where the schools provide a program for stimulation, growth, and improvement.

What, then, are some of the characteristics of an effective in-service program?

PERSONNEL INVOLVED

Such an in-service program would include all school personnel with its concern pointed toward improvement at every level. Administrators, supervisors, teachers, janitors, bus drivers, and the lay people are involved. Programs to meet the needs of the individual or groups should be provided. An effort should be made to bridge the gap for all between the last formal training and the present time. The know-how

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of educational leadership has changed radically in recent years. Methods and procedures have changed. Better buildings and better equipment demand a better trained custodial staff. Consolidation of schools adds public transportation with demands for a staff trained in conservation of property, safety, and mechanical skills. Sufficient reasons are easy to find for including all school personnel in the program. Each individual and each group of individuals can add something worthwhile to the planning and operation of such a program. Certainly it is as important for the lay people to be included and to know what the schools are trying to do as it is for the schools to know what the people want for their children. The program should be so conducted as to arouse the interest and financial support of the community.

NATURE AND QUALITIES OF THE PROGRAM

Such an in-service program should focus directly upon learning experiences for children. It should be concerned with learning more about child growth and development and with using more effectively and more carefully that which we already know. It should be concerned with how children learn and how they are taught. Ways in which children are taught should be examined in the light of what we know of the laws of learning.

The program should take into account sound principles of learning in planning for the personnel involved. It is as important to apply the laws of learning to the in-service program as it is to apply them to the teaching of the children in the classroom. An efficient in-service program begins with tasks which seem to be practical and immediate. Sometimes these are jobs requiring system-wide approach but more often they are more appropriate to a single school staff. But it must be recognized that activities do not foster teacher growth unless the needs of the individuals are served. To be effective and continuous, in-service education must be concerned with all experiences of teachers and it must start where teachers are.

The program should be flexible. It should be an outgrowth of the work in the community, school, and classroom. There should be many activities. These may include workshop, visitation, experimentation, travel, and research. Attendance upon professional meetings should be included. Requests for subject-matter groups should be granted. It should furnish opportunity for teachers to work on specific problems, projects, or experiments. The program could well be directed toward the development of qualities that are related to successful teaching. It might be concerned with the identification of some of these qualities. At the same time it might well be concerned with some of those qualities and characteristics which are undesirable. The program by its purpose should strive for the fullest growth of the personnel. The wide range program as outlined above should make use of all available resources. This would include consultants, colleges, and lay people. A good out-

side consultant will be a source of stimulation, information, and inspiration. His services might include guidance workshops and curriculum revision. Expert outside assistance can be of value, but at no time should there be any question regarding the identity of local leadership.

The program will have conferences, training schools, workshops or some other type of group meetings for bus drivers, custodians, janitors, maids, lunchroom helpers, and maintenance crews. Efficient performance of their duties is necessary for the operation of a school. Local conditions and needs will determine the frequency of meetings and the numbers in the groups. Makers and distributors of supplies and equipment can furnish skilled people to assist in this program. The state departments of education usually maintain fine service in this respect.

The Evaluative Criteria is a very fine instrument for a school faculty to engage in for the improvement of the educational program. The self evaluation is a fine in-service program. It reveals the strengths and weaknesses of the school and identifies the most urgent things for improvement.

CO-OPERATIVE UNDERTAKING

Such an in-service program should be a co-operative undertaking. It should be organized and developed in a democratic way. Many people should have a part in the planning. No two schools or school systems will follow the same pattern in their programs. However, most in-service programs have a central planning committee, with a large number of working groups. The central committee will vary in size and type. Experience has taught us that it should be a cross section of the personnel and representative. This is very important if the committee is to furnish leadership and to co-ordinate the efforts of all the working groups. This committee will make every effort to pool the thinking of the groups and to make provisions for sharing experiences. Care should be given to grouping individuals who are to work together. Everyone involved should feel that his experience, personality, and worth as an individual are respected and that his efforts and ideas will receive due consideration. No one should feel that the program is dominated by a few people and that the ideas and contributions of others will be disregarded. Participation in a program should be voluntary unless it is on school time. To be effective, the program must be successfully administered. Meeting places, materials, provision for handling pupils, and co-ordination of the work of all groups must be arranged. If there is confusion in this area, the entire program is likely to end in frustration and confusion.

SCHEDULED TIME

Programs of in-service education should be recognized as an integral part of the whole school program and as such should have a

specially scheduled time. Such programs cannot be successfully carried on at the end of a school day when the entire staff is tired from the day's work and are anxious to get to their home responsibilities and activities. It is not too difficult to educate the public to the necessity for the in-service program if they are in on the planning. Teachers should and do carry on in-service activities on their own time but major in-service activities should be scheduled as a regular part of the school program.

Some schools schedule meetings before the opening of school in the fall or at the close of the school year. Others plan staff meetings during the school day by dismissing the children from school on the designated days. Some free teachers to work on special projects. Others employ teachers on a longer than 180 days basis and give the extra days for in-service education. These extra days can be used in part before the opening of school for orientation, conferences on special services, departmental meetings and building meetings; in part during the school year; and after the close of school for a variety of activities. These might include professional meetings, travel, summer schools and curriculum workshops.

EVALUATION AND APPRAISAL

Such an in-service program should be a continuous process which is constantly evaluated and improved. It is forward looking and its effectiveness is measured in terms of increased understanding of child growth and development, increased use of the laws of learning, greater professional efficiency and increased ability to recognize and solve problems. It is developmental in character. It recognizes the fact that growth and change are slow processes and that attempts at too vigorous or sudden change may be harmful to that which already exists.

The effectiveness of the program is characterized by the evaluation of the work of the group as a whole as well as the work and reports of the various committees. Stock taking and appraisal of effort, reinterpretation of functions and working method constitute some of the most profitable activities in which the leaders of the program can engage. It is by such means that thinking develops and broadens. In a real sense, evaluation is the driving force in an ongoing program. Evaluation can change the job that is underway. A better coordinated program should be one of the outcomes. Also the program should be enriched and stimulated by exchange of ideas and sharing experiences.

INCREASED EMPHASIS

Increased emphasis on in-service education does not mean that there is less emphasis on pre-service training. There never has been a time when there was greater need for teachers with adequate preparation. The schools are increasingly complex and their responsibilities

are heavier. The in-service program just makes it possible for the teacher to make better use of pre-service instruction and to keep up with the demands and problems of a changing society.

SUMMARY

The effective in-service program is a program that meets the needs of the personnel concerned. The chief characteristic of such a program is that the personnel involved realize the need for improvement and sets in motion plans to achieve the desired results. This involves leadership in planning the organization. This should be a co-operative undertaking and should follow democratic procedures. The main planning should be centered around those activities which improve the quality of instruction and the tone of the school as a whole. Groups other than the teaching personnel should have programs for improvement of the quality of work. Time should be provided as a definite part of the whole school year. In the planning, the over-all committee should furnish leadership and not direction. This leadership and give guidance, information, co-ordination and service to the various working groups. Evaluation and appraisal of the work as it progresses is essential to a sound continuous in-service program.

WHAT ARE THE CHARACTERISTICS OF AN EFFECTIVE IN-SERVICE PROGRAM?

GILES THEILMANN

WHEN Thomas A. Edison tried several hundred unsuccessful experiments, a co-worker lamented the fact that he had performed all those experiments for nothing. Edison promptly replied, "Our work has not been useless because we know several hundred things that won't work." In trying to list the characteristics of an effective in-service program we may be forced to use the process of elimination as Edison did in his experiments. You are cautioned not to expect as much light on this subject as he was able to bring on his.

In considering this subject, one is reminded immediately of Dr. Charles A. Beard's answer when asked what history had taught him through his long years as a historian. He summed it all up in four powerful statements:

1. He whom the gods would destroy they first make mad.
2. The mills of the gods grind slowly and exceeding fine.
3. The bee fertilizes the flower it robs.
4. When it gets dark enough the stars come out.

Giles Theilmann is Director of Instruction in the Topeka Public Schools, Topeka, Kansas.

The person in charge of an in-service program could well study these four items carefully for they contain much food for thought. In them one finds warnings, consolation, inspiration, and encouragement. At one time the speaker was tempted to elaborate on these four statements in regard to an in-service program, but decided to leave the application to you.

As we approach our problem let us "come to terms," as Adler says in his book, *How to Read a Book*. It is necessary that we be in agreement as to the definitions of the main terms in the title of my discussion. For the purpose of this discussion these definitions are proposed:

Effective. The objectives set up co-operatively by participants and leader are accomplished to the extent that the participants have the feeling of success and that the children profit from better teaching.

In-Service. The work toward professional growth that is done after accepting the position either on school time or on your own time.

Program. The procedures followed by the various members of the group in order to accomplish certain pre-conceived objectives which have been agreed upon by the participants and leader. These procedures are affected by the participants, leader, local conditions, nearby schools, and, thanks to organizations like this one, all the schools in the nation.

From here on the speaker proposes to depart from the usual procedure. It is customary to quote from outstanding authorities in the field of education to document what one states. You may not be willing to accept my authorities. That is your privilege.

CHARACTERISTICS OF AN IN-SERVICE PROGRAM

The program must come from a felt need on the part of the participants. A program that is developed because some individual has been appointed to direct the in-service program and he feels obligated to initiate a program immediately doesn't fit this characteristic. This kind of program usually measures results in terms of number of meetings held and number of persons attending. These items are merely incidental to this first characteristic. The easily discouraged will stop right here. Cries of "It can't be done!" and "It's no use!" are usually heard. We hasten to remind you of the American point of view which says, "The difficult we will do immediately; the impossible will take a little time."

On the December 1950 calendar of the Minneapolis-Moline Company you will find a picture of two horses scratching each other. Under the picture is this statement: "It matters not whether they are separated by a gate or fence. When a horse wants to scratch his back and cannot reach to do it himself, he gets another horse to scratch

him. In order to show his friend where to scratch him, he starts gnawing very gently on his pal's back, precisely on the spot that's tickling him. The friend understands and reciprocates. He likes it, too. What a lesson for this talkative world, where torrents of words fail to bring understanding and co-operation among men."

Why can't we be as smart as horses? Teachers must help identify the problems. As a further word to the skeptic, the quotation, "You can lead a horse to water but you can't make him drink" is really not complete. It should go on to state, "but you can give him some salt and make him thirsty." To those in charge of in-service programs we say, "Get some salt!"

My next characteristic was obtained from a man who works in a community sale barn every Thursday helping drive the stock into the auction ring. He was helping me ring some hogs. We were trying to drive these ten hogs into a corner of the lot. The speaker wanted to get the job done in a hurry so he moved up on the hogs so fast that they all broke and ran back through our line of defense and we had to start all over, and then with a bunch of excited hogs. My friend from the sale barn very kindly gave this piece of advice, "Never crowd a hog." Our second attempt to corner the hogs was successful with my friend setting the pace. His long experience in the sale barn had taught him something the speaker had missed in his graduate work at the University. The connection to our in-service program was made because the speaker had been guilty of the same mistake with the same results when we tried to go faster than the participants were prepared to go. *The second characteristic of an effective in-service program is that the program must proceed at a pace satisfactory to the participants.* In other words, don't crowd your faculty.

Three years ago we had an ice storm in our state. The ice was so slick that livestock in pastures lost their footing and slid into the lowest spots of the pasture. All of our sheep ended up on the furthest corner in the deepest ravine. Because of the danger of coyotes, our family struggled all night pulling those sheep out one by one. The sheep gave up immediately when they discovered the plan we were attempting to use to rescue them. The speaker has used many descriptive adjectives in connection with those sheep. He also lost all faith in sheep in general and disposed of his flock. The family was utterly exhausted at the end of the ordeal. Imagine our surprise and disgust when we read of a farmer with a third-grade education who in a similar situation put work socks on his sheep and let them out of their dilemma under their own power. Put work socks on your faculty members. *The third characteristic is that faculty members must be active participants in making decisions, in planning, and in putting the program into action.*

The speaker was giving his six-months-old pointer pup some exercise and had decided to give the pup a lesson in retrieving. Having read an accepted book on "How to Train Your Dog" he thought he was

qualified to begin the instruction. The pup was full of energy and ran here and there trying to satisfy his curiosity concerning many items in his environment. Frequently, he came by the speaker to receive a pat on the head. (The book said, "Win the confidence of your dog by showing that you like him. Be free with praise for the things he does right.") After the pup had settled down somewhat, a suitable stick was selected for the retrieving lesson. The pup was allowed to smell the stick and mouth it. Then came the test and there the instructor made his mistake. (The book says, "Don't throw the stick too far the first few times.") The stick was thrown a great distance on the first throw. The pup sprang to the challenge. He raced back and forth. He searched and searched but did not find the stick. Finally, in desperation, he picked up a piece of dried cow manure and brought it to the speaker and stood in front wagging his tail. Your speaker was crushed. This was not the objective he had set for this lesson, or was it? Should the pup have been scolded or praised? He didn't find the stick, but he did retrieve something. Can you see the implications here? They are so important. If he had been scolded would he have ever learned to retrieve? Needless to say, he received much praise for doing the best job he knew how. In terms of his experience and training he had accomplished wonders. In terms of the standards of a perfectionist he had failed. How easy it would have been to have ruined a good dog then and there. Today that dog is known for his retrieving ability. This illustration gives us our fourth and fifth characteristics.

The fourth characteristic of an in-service program is that it must be flexible. Under this fourth characteristic one must take individual differences into account. One must know how far to throw the stick. At this point it would be well for leaders of these programs to remember Reinhold Niebuhr's "A Prayer on Social Action."

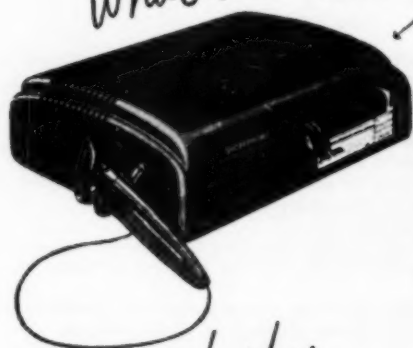
Give me the serenity to accept
what cannot be changed.
Give me the courage to change
what can be changed.
The wisdom to know one
from the other.

The fifth characteristic is that the program provides a plan for giving credit where credit is due.

My mother came home one day and found my brother on the back porch with her new tooth brush busily brushing his teeth. "Whose tooth brush do you have?" she asked. "Ours" was the reply. No doubt mother was willing to give up any claim she had ever had on the brush. The important point was he actually did have the feeling that the brush was "ours." *The sixth characteristic of an in-service program is that the participants have the feeling that the program is "ours."*

The seventh characteristic is that there is ample evidence that the children are receiving better teaching because of this in-service program.

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CONCLUSION

What are the characteristics of an effective in-service program? The speaker believes that the following characteristics are essential to any effective program:

1. The program must come from a felt need on the part of the participants.
2. The program must proceed at a pace satisfactory to the participants.
3. The faculty members must be active participants in making decisions, in planning and in putting the program into action.
4. The program must be flexible.
5. The program must provide a plan for giving credit where credit is due.
6. The participants have the feeling that the program is "ours" and not his or hers.
7. There is ample evidence to show that children are receiving better teaching because teachers have participated in the program.

In conclusion, your attention is called to the reply a president of a college made when asked, "Where did you find all these fine faculty members?" His reply was, "We didn't find them; we developed them."

Group X (*Tuesday*)—TOPIC: What are Some Promising Practices in the Senior High School?

CHAIRMAN: *Ellsworth Tompkins*, Specialist for Large High Schools, Office of Education, Washington, D. C.

INTERROGATORS AND CONSULTANTS:

A. B. Combs, Assistant Director, Division of Instructional Service, State Department of Public Instruction, Raleigh, North Carolina

Gerwin Neher, Principal, Susan Miller Dorsey High School, Los Angeles, California

EDUCATION BEYOND THE SCHOOL WALLS—A SCHOOL AND SCHOOL EXCHANGE

RAYMOND A. GREEN

FORMAL education can have a new meaning for many boys and girls of the modern high school by expanding the educational adventure beyond the school walls. Such an experience is eagerly looked for by pupils now that the Newton High School is participating for its fourth year in a School and School Exchange Workshop. Thus far, five groups of pupils, ranging in number from twenty-four to thirty-six, equally divided between boys and girls and under the supervision of faculty leaders, have enjoyed a broadened horizon by visits in regions with

Raymond A. Green is Principal of the Newton High School and Newton Junior College, Newtonville, Massachusetts.

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differing cultures. They have visited thus far industrial, agricultural and dairy, mining, fishing, and fashionable seaport communities.

Please mark well that it is not just a tour; they have studied the communities to which they are going and have prepared extensive materials about their own region to be sent to the group with whom they exchange. A full week is spent in the exchange high school, visiting classes, attending conferences and panel discussions, meeting leaders in the various fields, sightseeing, and living in the homes of their new friends. In return, at a later date, Newton acts as a host for their exchange guests, and Newton young people, through the eyes of their guests, renew their own acquaintance with a region historically rich.

Lest you suspect it is all play, consider that the project may take the better part of a year. The selected group meets regularly to plan the program. Committees are selected to learn all they can of the region to be visited; to arrange interviews; to supervise the exchange of letters with the matched boys and girls from the other exchange group; to earn money to pay expenses; to plan group projects with their parents for earning money, such as auctions and rummage sales; to invite guests to discuss local and regional problems, and to forward the information to the co-operating school group; and to explore a variety of other educational projects that the agile, inquiring minds of the pupils deem necessary. It is a non-credit course of great value, of hard work but fun, consuming time during and after school.

Pupils are selected from the junior and senior classes by a faculty committee. In the final selection, this committee tries to secure a representative cross-section of the city within the group able to profit by the experience and able to contribute to its success. They may participate in one exchange only. The pupils must be willing to accept the rules and regulations that they themselves will make.

The application blank for membership in the exchange, besides the usual name, address, telephone number, parents' names and vocations, requests information concerning the pupils' travel and residence in other sections of this country or abroad, outside employment, school activities engaged in or contemplated for the current year, and plans following graduation. Two questions asked are especially significant:

(a) Transportation costs and incidental expenses will be borne by the pupil. Each pupil is encouraged to earn through his own work the money needed to travel, meals enroute, and pocket money. Parents may provide the money in exchange for home chores or as a gift. Do you, or will you, have such funds available?

(b) The exchange calls for some hard, independent study, writing, thinking, and may limit your time for some activities. Do you understand and accept these conditions?

One need not be wealthy but everyone must be willing to work for the common fund. Economic status is not a requisite. Also, though

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pupils are not limited to this one activity, if chosen, they may have to forego some activities due to the nature of the work and the time required.

The parents must be willing to subscribe to the simple rules which experience has shown are necessary for harmonious success. Such rules define the authority of the faculty leaders in cases of illness, matters of spending money, any problem of discipline, and the like. Parents in turn must entertain the co-operating students in their homes and assume supervision of them as if they were their own children.

The exchange this year is planned on a somewhat different basis from those of past years. It will have an international flavor. Our exchange host will be Glebe Collegiate Institute of Ottawa, Canada. The main difference in this exchange is the visitation of each group in the other's area during the school week, and the getting together of the groups in the two communities during the long week-ends.

The Ottawa-Newton Exchange Group has organized the committees as follows: Transportation, Finance, Library, Photography, Publicity and Public Relations, Secretarial, Ottawa Activity, and Visitors' Activity. Committees are organized to gather local material on Geology and Geography, Historical Backgrounds, Industry and Commerce, Government Education, Arts and Crafts, Music, Sports, Scouting, Foods, Parks and Garden Spots, Famous People, and International Diplomacy. The proposed schedule, naturally subject to change, follows:

Thursday, April 24.....	Glebe Collegiate Institute to Newton, by bus, train, or plane
Friday, April 25	Welcoming, Orientation, Round Table
Saturday, April 26	Entertainment of Glebe Collegiate Institute guests
Sunday, April 27.....	Newton High School to Ottawa, by bus, train, or plane; Family day for Glebe Collegiate Institute in Newton

Glebe Collegiate Institute pupils in Newton

MORNINGS

Supervised study of lessons assigned by Glebe Collegiate Institute instructors
Lectures by members of Newton High School faculty
Lunch at school
Attendance at some Newton High School classes
(Glebe Collegiate Institute faculty leaders to supervise study periods and to have opportunity to teach a few Newton High School classes)

Monday, April 28
through
Thursday, May 1

AFTERNOONS

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- Friday, May 2..... Glebe Collegiate Institute returns to Ottawa, by bus,
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Monday, April 28..... Welcome of Newton High School to Ottawa Orientation

Newton High School pupils in Ottawa

- Tuesday, April 29..... The school program for these four days corresponds
through to Glebe Collegiate Institute's four school days
Friday, May 1..... in Newton High School.
(Newton High School faculty leaders to supervise
study periods and to have opportunity to teach a
few Glebe Collegiate Institute classes.)
Saturday, May 3..... Joint program of activities for Glebe Collegiate In-
stitute and Newton High School, in Ottawa.
Sunday, May 4..... Family day, and panel discussions
Monday, May 5..... Newton High School returns, by bus, train, or plane.

The values of these exchanges are self-evident. The *Boston Traveler* (May 7, 1949) in an editorial on Newton High School's first exchange expressed the values that later exchanges have borne out: "would contribute to national understanding, in itself a worthy and too little understood aim.... The visitors have been shown some of our historical sites, our institutions of learning and our educational methods. What is more important, through living in typical New England homes, they have had a chance to learn what sort of people we are, our enthusiasms, our prejudices, our strengths and limitations. Ignorance of sectional barriers which so frequently impede national unity may be lessened. And national unity is rapidly moving from the luxury to the necessity class. We would like to see this intersectional visiting carried on all over the country, as an educational 'must.'" And the *Boston Traveler* could well have added "internationally."

The young men and women have grown in stature. Our city's service clubs and many interested citizens groups have benefited by closer contact with you. The parents, moreover, have become more understanding of the school and of its efforts to promote the finest educational opportunities.

This article would not be complete without paying tribute to the American Junior Red Cross, Newton Chapter, which has co-operated closely with the school in formulating plans and in many other ways.

It is regrettable that but a small percentage of a large school can actively participate. However, the friendly support of the entire student body is repaid by a systematic sharing of the experiences through group and individual discussions and reports, and in the showing of snapshots and colored pictures. If all pupils and teachers could experience such an exchange in fact, the ideal program would be reached.

If your school is interested in obtaining further information, please address Mr. Floyd Rinker, Chairman of School Exchanges, or the writer at Newton High school, Newtonville 60, Massachusetts.

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Many of the early settlers in Anoka came from the eastern part of the United States where Halloween was an occasion for celebrating and where much was made of the day. In the year 1920 the idea of a giant Halloween celebration was conceived, and a Halloween committee was organized consisting of the business men, teachers, parents, and students of the community. This same procedure has been followed each year and this year marked the 31st annual celebration.

Planning the celebration is almost a year-around event, with most of the detailed work starting in September. However, the chairman of the event is chosen soon after Halloween each year. This position is recognized as one of the most important jobs in the community. The general Halloween committee meets once each week during September and October with many sub-committees meeting each day.

In general, the program of events consists of the children in the lower grades of school having a giant parade in the afternoon with everyone in costume. Many prizes are offered in this parade and mothers work long hours getting their children ready. The children love it and everyone turns out to see this parade. Costumes are designed to compete in such classifications as the most original, the funniest, the prettiest, and so forth.

This parade includes a special float made up of Halloween queens chosen from the different grade schools. At the conclusion of the parade the children meet in the auditorium of the high school and receive treats of candy, apples, *etc.*, contributed by the businessmen of the community. A program featuring stunts is offered, headed the past several years by well-known Hollywood cowboy actors. The community is fortunate in having a man who is connected with the picture business and he makes a contract each year with some outstanding Hollywood cowboy actor. This costs quite a bit but the kids are thrilled, and these men always put on a good show.

In the evening the parade of older children is held with many bands and floats. This usually attracts a large attendance of spectators estimated from fifteen to fifty thousand people, according to the weather.

G. E. Huston is Principal of the Anoka High School, Anoka, Minnesota.

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There is an open program earlier in the evening at the public square. Favors are given away and music and athletic events are staged. The evening closes with a community dance for the high school students and adults. Weather permitting, this dance is held outside.

Financing the annual Halloween Party is a big task. A great many schemes have been used, but essentially it is the contributions of the businessmen that carry the load and they are happy to do this.

Naturally there are a large number of activities connected with this party that I have not mentioned that call for planning, co-operation, work, and training in citizenship. Such things as handling traffic, decoration of the streets, feeding the bands, distribution of prizes and favors—all give plenty of work and responsibility to the young people and adults.

The results of the annual Halloween celebration show that damage to property in Anoka during Halloween is almost non-existent. A good feeling between the young people and the adults of Anoka exists and the youngsters realize what the people of the community are trying to do for them.

This is a brief account of what one community of ten thousand has done to promote training in citizenship through co-operative effort of the school and community. There are other events throughout the year that call for the same thing, and no doubt most communities have different kinds of celebration. It is recognized in the state of Minnesota that the Anoka Halloween Party is quite unique and the slogan, The Halloween Capital of the World, may be well deserved.

CAMPING OPPORTUNITY FOR SCHOOL DROP-OUTS

OTTO H. OLSEN

THIS is a brief account of a three-community experiment with a school camp for boys who had dropped out or were about to drop out of school. Early in 1950 there was a threat of unemployment with a resulting problem for older youth. There were already Bills in Congress to re-establish the Civilian Conservation Corps. The re-establishment of the National Youth Administration was being considered. On June 23-25, 1950, the problem was discussed at a workshop at Leland, Michigan, arranged by the Michigan Superintendent of Public Instruction.

Otto H. Olsen is Principal of the Dearborn High School, Dearborn, Michigan.

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Tentative plans for an older youth project were formulated at this conference.

On June 28-29, 1950, Lee Thurston, Superintendent of Public Instruction; Julian Smith, Assistant Superintendent in Charge of Health, Physical Education, Recreation, Camping, and Outdoor Education; and Otto Haisley, Superintendent of Schools in Ann Arbor, Michigan, attended an informal hearing, in Washington, D. C., on a bill to re-establish the CCC. Agreement was reached that a program for older youth should be offered by local school authorities in co-operation with the state and national government.

The outbreak of the Korean War in the summer of 1950 altered the situation with regard to unemployment. Michigan educational leaders, previously mentioned, and others who were consulted felt that this was an opportunity to proceed with an experimental program. Accordingly, the Michigan Department of Public Instruction proposed to the Kellogg Foundation that funds be made available for research and experimentation in this area. Funds were granted in September of 1951. In addition, Donald McLouth of the McLouth Steel Corporation, and a member of the State Conservation Commission, gave money for living expenses for sixty boys at the camp which was established for the second semester of 1951-52 at Mill Lake.

PILOT COMMUNITIES

Three pilot communities, Ann Arbor, Bay City, and Dearborn, because of their experience with school camping and because of their interest in older youth, were chosen to participate in the camp. This became known as the A.A.B.C.D. project. The three superintendents of these cities formed an executive council in charge of the project. They provided what is sometimes known as the high-level planning. It should be no surprise to the people present here that, when the planning got down to the practical level, it was delegated to the high-school principals of the three communities.

The camp director was furnished by the Department of Public Instruction. He had formerly been principal of the Tappan Junior High School in Ann Arbor. Each community furnished two staff members who were paid their regular salaries by the respective boards of education, in addition to board and room at the camp. Internes from the University of Michigan, Michigan State College, Central Michigan College of Education, and other schools spent varying periods assisting the staff at camp.

ESTABLISHING THE CAMP

Camp opened in February 1952, at Mill Lake, sixty miles west of Dearborn, thirty miles from Ann Arbor and some 120 miles from Bay City in the Waterloo Recreation area near Chelsea, Michigan. The area

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consists of some 14,000 acres. It was originally developed by the National Park Service and built by the CCC. It was deeded to the State Conservation Commission in 1940. There are sixteen winterized cabins, each of which comfortably house up to twelve boys. There is a large dining and recreation hall, latrines, shower and laundry buildings, staff housing, a shop, and other facilities.

The camp was organized on a democratic basis, with the campers having a large voice in making and carrying out camp policies. The program, in brief, provided for daily work projects, classroom work on a felt need basis, recreation, camp house keeping, *etc.* Work projects included felling timber, cutting wood, tree planting, brush clearing, culvert building, road improvement, beach improvement, erosion control, fish and game studies, *etc.* The boys were paid \$2.00 per week for the work projects. Educational and entertainment movies were provided. Occasional dances were arranged with girls being imported from Ann Arbor. The boys received a regular semester's credit and were considered as been enrolled in their respective high schools.

The boys were all in the 15-19 year age group with most of them being 16 or 17 years of age. They were all either drop-outs or near drop-outs. They were generally of average or below average intelligence. They came in general from relatively poor home background with some factors of home difficulty—present in nearly every case. They were, as may be readily apparent, generally of very poor school achievement. They were not, however, juvenile delinquents with police records. There were approximately sixty boys in all, with about twenty from each of the three communities.

OUTCOMES

Next comes the question of outcomes. What was accomplished? The most readily apparent result was an astonishing gain in weight and in general health and well being. This gain was experienced, in varying degree, by every boy in camp. It was evident that most of them had never eaten properly before, although in many cases money had not been a serious factor in their home problem. There was definitely, in the opinion of the camp staff, a marked improvement in attitude. Of the seven out of nine from Dearborn High School, who are back in school this fall, all have shown improvement in scholastic attainment; not great improvement—but improvement. The most marked improvement, which unhappily isn't typical, is by a boy who had four E's the last semester he was in school, who earned a B and three C's this past semester.

To those who are interested, it is estimated that the total cost of the camp was \$22.00 per boy per week. The entire story of the camp is told in considerably greater detail in a publication of the Michigan Department of Public Instruction entitled, *A Community School Work Learn Camp.*

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The Sixteenth Annual National Conference of members of the National Association of Student Councils will be held in the Evanston Township High School, Evanston, Illinois, June 18-21, 1952.

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As an outgrowth of the above project, the Dearborn Public Schools have received from the Ford Foundation a grant of \$55,000 to conduct a two-year camp project. This is to be a research study with sixty boys maintained in camp, and sixty boys of similar background kept in school. It is proposed to follow these pupils over a period of five years to see what a camp experience will do for them in comparison to a similar group in regular school.

Because of difficulties with the matching procedure, and other difficulties, the camp this year was slow in starting. Some sixteen boys have been in camp at Mill Lake since the first of November. With the beginning of the second semester this number was increased to forty-five. It is expected that the number will be increased to sixty in the near future. The control group of sixty has not yet been established. It is hoped that a later report can be given on what promises to be a significant undertaking.

**See the April, 1952, issue of THE BULLETIN
for the balance of the Proceedings of this
Thirty-sixth Annual Convention of the NASSP.**

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- Ohio High-School Principals Association—*John O. Fry*, Principal, High School, Hamilton, Ohio.
- Oklahoma Secondary-School Principals Association—*F. R. Born*, Principal, Central High School, Oklahoma City, Oklahoma.
- Oregon High-School Principals Association—*Cliff Robinson*, Director of Secondary Education, State Department of Education, Salem, Oregon.
- Pennsylvania Association of Secondary-School Principals—*J. E. Nancarrow*, Principal, Senior High School, Upper Darby, Pennsylvania.
- Rhode Island Secondary-School Principals Association—*George R. Thompson*, Principal, Oliver Hazard Perry Junior High School, Providence, Rhode Island.
- South Carolina Department of Secondary-School Principals—*Madison W. Breland*, Assistant Principal, Greenwood High School, Greenwood, South Carolina.
- South Dakota Association of Secondary-School Principals—*George W. Janke*, Principal, Senior High School, Mitchell, South Dakota.
- Tennessee Association of Secondary-School Principals—*Howard G. Kirksey*, Professor of Education, Middle Tennessee State College, Murfreesboro, Tennessee.
- Texas Association of Secondary-School Principals—*W. I. Stevenson*, Principal, Milby Senior High School, Houston, Texas.
- Utah Secondary-School Principals Association—*William P. Miller*, Assistant State Superintendent, Department of Public Instruction, Salt Lake City, Utah.
- Vermont Headmasters Association—*Joseph A. Wiggins*, 92 State Street, Montpelier, Vermont.
- Virginia Department of Secondary-School Principals—*Clarence H. Spain*, Principal, Binford Junior High School, Richmond, Virginia.
- Washington Association of Secondary-School Principals—*Lannes Purnell*, Principal, Morgan Junior High School, Ellensburg, Washington.
- West Virginia Association of Secondary-School Principals (*White*)—*D. E. Dean*, Principal, Richwood High School, Richwood, West Virginia.
- West Virginia High-School Principals Conference (*Colored*)—*Laurence V. Jordan*, Principal, State College High School, Institute, West Virginia.
- Wisconsin Association of Secondary-School Principals—*Eric Becker*, Principal, High School, Beaver Dam, Wisconsin.
- Wyoming Association of Secondary-School Principals—*S. R. Clark*, Assistant Superintendent, Cheyenne Schools, School Admin. Building, Cheyenne, Wyoming.

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